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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 - Bay Area Community Resources (contractor) - 305/Oakland Technical High School (site)

Action Requested Approval of a Memorandum of Understanding (MOU) between District and Bay Area Community Resources, for services to be provided primarily to Oakland Technical 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 Bay Area Community Resources, San Rafael, 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 Oakland Technical High School's comprehensive After School Program for the period of July 1, 2017 through August 17, 2018, in an amount not to exceed \$178,913.00.

Recommendation

Approval by the Board of Education of a Memorandum of Understanding (MOU) between the District and Bay Area Community Resources for the latter to provide Arts, Recreation, Leadership and Family Literary activities in its capacity as a Comprehensive After School Program Lead Agency at Oakland Technical High School for the period July 1, 2017 through August 17, 2018.

Fiscal Impact

Funding Resource: 4124/21st Century Community Learning Centers (21st CCLC) Grant in an amount not to exceed \$178,913.00.

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. 17-1897

Department: After School Program, Oakland Technical High School

Vendor Name: Bay Area Community Resources, San Rafael, CA

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

Annual Cost: \$ 178,913.00

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
Bay Area Community Resources**

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 Bay Area Community Resources ("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 305/Oakland Technical 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 Bay Area Community Resources is \$178,913.00. 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 \$178,913.00 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 305/Oakland Technical 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 305/Oakland Technical 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 305/Oakland Technical 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 305/Oakland Technical 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 305/Oakland Technical 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 305/Oakland Technical 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 305/Oakland Technical 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 \$178,913.00 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 "AVII" 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.

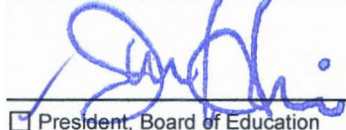
16. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

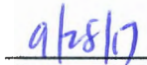
17. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered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

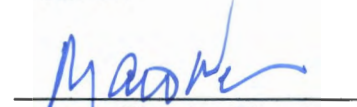
On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

OAKLAND UNIFIED SCHOOL DISTRICT

AGENCY


President, Board of Education

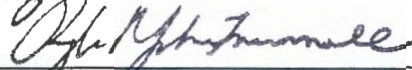

Date


Agency Director Signature


Date

☐ State Administrator

☐ Superintendent


Secretary, Board of Education

9/28/17
Date



Deputy Chief

9.5.17
Date

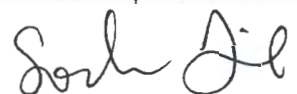
Community Schools and Student Services Dept.


Principal

6/13/17
Date


Network Superintendent

6/27/17
Date


Deputy Superintendent

Date

Academic Social Emotional Learning

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**


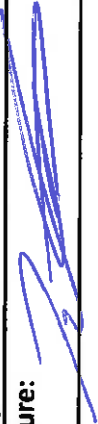
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AFTER SCHOOL BUDGET PLANNING SPREADSHEET

HIGH SCHOOLS 02 2017

Site Name:	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	Program Fee-It applicable	Other School Site Funds	Other Lead Agency Funds
Site #: 305	21CCLC Core	21CCLC Equitable Access	21CCLC Family Literacy	Program Fee-It applicable	Other School Site Funds	Other Lead Agency Funds
TOTAL DRAFT AWARD	25000.00	0.00	0.00	0.00	0.00	0.00
CENTRAL COSTS: INDIRECT ADMIN, EVAL, PROFESSIONAL DEVELOPMENT, CAPITAL						
OUSD Indirect (5%)	1189.76	0.00	0.00			
OUSD ASPO admin, evaluation, and training/technical assistance costs	15576.32	0.00	0.00			
Contractual Printing and Supplies at 2.5%	770.10	0.00	0.00			
TOTAL SITE ALLOCATION	21473.76	0.00	0.00			
CERTIFICATED PERSONNEL						
1120 Quality Support Coach/Career Pathways' Liaison	2500.00	0.00	0.00		0.00	
1120 Certificated Teacher - Extended Contracts	0.00	0.00	0.00		0.00	
1120 Certificated Teacher - Credit Recovery - English I	1500.00					
1120 Certificated Teacher - Credit Recovery - Algebra I	1500.00					
1120 Career Pathways Certificated Teacher Extended Contracts TBD \$26.65/hr X 7hrs/wk for 35wks = \$6715.00	6715.00					
Total Personnel	12215.00	0.00	0.00		0.00	
CLASSIFIED PERSONNEL						
2220 SSO	10000.00				0.00	
Zero period or After School Tutor ELA and Math Mt. Stamp \$16.76/hr x 12hr a week 4hrs/wk for zero period and 8hrs/wk for after school for 38 weeks = \$7344	7344.00					
Total Classified	17344.00	0.00	0.00	0.00	0.00	0.00
UNEMPLOYED						
3000's Employee Benefits for Certificated Teachers on Extended Contract (benefits at 25%)	2443.00	0.00	0.00			
3000's Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 25%)	3815.68	0.00	0.00			
3000's Employee Benefits for Salaries Employees (42%)						
3000's Lead Agency benefits (rate: 25 %)						
Total Unemployed	6258.68	0.00	0.00	0.00	0.00	0.00
GOODS AND SUPPLIES						
4310 Supplies (OUSD only, except for Summer Supplemental)					0.00	0.00
4310 Curriculum (OUSD only)					0.00	0.00
5829 Field Trips and Extension	2784.00				0.00	0.00
4420 Equipment (OUSD only)					0.00	0.00
Program Materials, Marketing and family engagement	4000.00					
Travel	260.00					
Communications	1200.00					
SBI SBI Strength Based Int. Conference	250.00					
District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings)	500.00					
Total Goods and Supplies	9094.00	0.00	0.00	0.00	0.00	0.00
CONTRACTED SERVICES						
5825 Site Coordinator (at here if CSO staff) TBD Salary \$48,000 + 25% Fringe \$12,000 total = \$60,000	60000.00	0.00				
5825 Family Liaison - Debra Carter Kelly Life Point Consulting	5000.00					
5825 Credit Recovery Coach \$16.00/hr x 20hrs/wk for 36wks = \$12,960 + 25% Fringe \$3,240 Total = \$16,200	16200.00					
5825 Academic Mentor for 8th graders Erin Walker \$13.50/hr x 14hrs/wk for 36wks=\$514.00 + 25% Fringe Total \$1,701.00 Total \$6505.00	6505.00					
5825 Academic Mentor for 9th graders Quince Howard \$13.50/hr x 14hrs/wk for 36wks=\$514.00 + 25% Fringe Total \$1,701.00 Total \$6505.00	6505.00					
5825 Youth Internship Stipends \$200.00 x 12 = \$2400.00 for The Non-Traditional Leadership Program and \$200.00 x 8 = \$1600.00 A Tribe Called Tech Leadership program, \$200.00 x 3 = \$600.00 for Peer Mentors	4200.00					
The Movement Leadership Program \$5000.00 X 25% Fringe \$1250.00 Total \$6250.00	6250.00					
5825 Subcontractors (List specific agency name for each subcontractor)						
Rainbow Chefs (Culinary Arts) \$5950.00	5950.00					
Youth Speakers (Spoken Word)	5000.00					
Attitudinal Mapping Connection (Visual Arts)	6000.00					
Overland Kids Project Real Hard (Social Justice and Leadership)	6500.00					

OUSD After School Programs ASES and 21 st Century Community Learning Center (21 st CCLC) After School Program Plan High Schools 2017 - 2018			
SECTION 1: School Site Information			
School Site:		Lead Agency:	
Oakland Technical High School		Bay Area Community Resources	
Principal Signature:		Lead Agency Signature:	
After School Site Coordinator Name (if known at this time):		Date:	
Andrea M. Perez		3/14/2017	
Name of After School Program:			
Oakland Tech After School Program (BLAST)			
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, intercession, 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. * 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.			
Projected Daily Attendance during School Year 2017-2018		85% (135 students)	
First Day of Program Operations for the 2017-18 school year		August 21st, 2017	
Last Day of Program Operations for the 2017-18 school year		June 7th, 2018	
Anticipated total number of days of program operation, from July 1, 2017 - June 30, 2018		177	

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.	10/18/2017, 2/22/18, 5/15/2018
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	There will be a projected 38 minimum days.
*School should provide lead agency with a calendar of minimum days before the 1st day of school.	
Describe funding plan to operate program on the minimum days indicated above, including additional school resources (if any).	We will budget accordingly to have staff support.
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?	Work in partnership with school site administration and staff to ensure we are in ratio of providing program quality.
SECTION 3: Program Model and Lead Agency Selection	
For 2017-2018, my site will operate the following program model:	
<input checked="" type="checkbox"/> X 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 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.	
1. Students develop a love for learning. Impact: Students have opportunities to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their school communities. There is an increase in student attendance during the school day as a result of students feeling more motivated. There is an increase in the number of students accessing higher learning opportunities (career or vocational pathways) beyond high school.	

2. Students are guided and supported in their efforts of realizing their goals, hopes and aspirations. Impact: Student engagement in the ASP is at 100%; every student participant, regardless of their academic, behavioral or environmental risk factors has a place in the ASP. Parents are valued for their knowledge and life experiences and there is parent participation frequently in the ASP environment.
3. Students participating in ASP's gain access to individualized academic support and academic mentoring. Impact: Students have ownership of their education, and are successful in their academic development and academic achievement. School faculty supports ASP's academic alignment, credit recovery/ credit accumulation opportunities, career exploration and college.
4. Students make healthy choices, understand their cultural history and honor and respect each other's diverse backgrounds and identities. Impact: The AS program is a positive environment where students can safely engage in their emotional and sociocultural development(SEL). Students gain cross cultural understanding and are equipped with skills to successfully navigate our diverse society.
5. Students will have access to opportunities to participate in Academic and credit recovery programs. Impact: Students will recover credits and assignments during after school hours by receiving additional academic support and one on one tutoring.

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 Post-Secondary Readiness	We will have approx. 60 students in internships and job readiness programs after school. Students who are enrolled in Tech Techies, Rainbow Chefs, and Barbershop class. The long-term goal is for students to be prepared with job-readiness skills they can use for the real world.
X	Culture & Climate/SEL Improvement (required)	Students enrolled in programs such as African American Male Achievement Program, Color Connect, and Aspire to Achieve are all

Culture & Climate (required)	Color Connect/ Self-o-logy Program targeting young girls of color for social emotional issues.	Young women of color in grades 9th-12th.	Provide support for young women of color regarding social/emotional issues within school and community.	Weekly/ 1.5 hours
	The Movement	9th-12th grade students	Attendance for Movement students will increase, plan social justice events and build culture on campus.	1.5hrs/2 days a wk
Rigorous Academics	BOOST Tutoring	9th graders.	Provide support for struggling students with subject-specific areas to improve grades.	Weekly/ 5 hours
	Spanish Tutoring	9th-12th grade students.	Students currently enrolled in a Spanish course who need additional assistance to receive support with goal of receiving a passing grade.	Weekly/ 3-5 hours
	Biology Tutoring	9th-12th grade students	Provide support for students currently enrolled in a Biology course who need additional assistance with goal of receiving a passing grade.	Weekly/ 3-5 hours

Pathway Development	Girls who Code	9th-12th grade students	Teach girls coding skills to prepare them for college and career readiness in a field related to coding.	weekly/2 hours
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: By 2020, the cohort graduation rate will increase to 85 percent.				
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	BOOST Tutoring	9th grade students struggling academically	Get students on track with their academics through the help of their classroom teachers who are also BOOST tutors.	4 times per week

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	<input checked="" type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Tutoring <input checked="" type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Apex Credit Recovery. More intentional academic support for students who are credit deficient. The need is a direct instructor. Also will have 2 additional tutors to provide support.	Higher Graduation Rates. Credit deficient students are now eligible to graduate high school and attend college. Students meet their AG requirements and learn how to read their high school transcripts.	10 hours/36 weeks

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 gr	<input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	<input checked="" type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Provide more support through tutoring in the library and APEX.	Increase in attendance and students' GPA.		10 hours/ 36 weeks		
College & Career Readiness activities for Alt Ed students (required for Alt Ed)	9th-12th graders.	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input checked="" type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Support for Tech Bridge for Girls/ Physics tutoring	Improve grades and GPA. Increase amount of student participation in the engineering academy.		2-4 hours/36 weeks		
Freshman Tutoring Program BOOST Tutoring	9th Grade	<input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	<input type="checkbox"/> Academic Intervention <input checked="" type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	Support from 9th grade team of teachers.	More students will receive guidance towards participating in leadership positions as well as improve their grades.		10 hours/ 36weeks		
		<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery	<input type="checkbox"/> Academic Intervention <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Intervention <input type="checkbox"/> Skill Building <input type="checkbox"/> Credit Recovery						
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	Target Population & Frequency	Targeted Skills	Measurable Outcome				

		support student readiness for career and/or college	(hrs/week; # of weeks)		
MESA	Science and Engineering Academy Pathway	Student will receive soft skills and career exploration for pathways. Students will explore what steps are needed to obtain a degree in related field while also working with the college and career center.	9th-12th graders 1hr per week	<input checked="" type="checkbox"/> Employability skills <input checked="" type="checkbox"/> Career Planning Skills <input checked="" type="checkbox"/> Work based Learning Experience <input checked="" type="checkbox"/> Technical skills	Students' grades and GPA will be monitored throughout the year. We will also meet with students and parents to discuss school to career options and pathways. Upon completion students will have identified a career and have obtained interviewing skills and a resume.
The Scribe- Program dedicated to Journalism in writing and developing in the Oakland Tech School Newspaper.	Computer Academy and Technology Pathways.	Students will receive soft skills and career exploration for pathways.	9th-12th grade students 3-5 hours/week for 36 weeks	<input checked="" type="checkbox"/> Employability skills <input type="checkbox"/> Career Planning Skills <input type="checkbox"/> Work based Learning Experience <input type="checkbox"/> Technical skills	Students' grades and GPA will be monitored throughout the year. We will also

		Students will explore what steps are needed to obtain a degree in the related fields. Working with the college and career center. Students will also identify local businesses for internships in related field.			meet with students and parents to discuss school to career options and pathways. Upon completion students will have identified a career and have obtained interviewing skills and a resume.
Barbershop- dedicated to hair cutting skill development	Fashion Academy Pathway	Students will receive soft skills and career exploration for pathways. Students will explore what steps are needed to obtain a degree in the related field. Working with the college and career center. Students will also identify local businesses for internships in related field.	9th-12th grade students 3-5 hours/week for 36 weeks	X Employability skills <input checked="" type="checkbox"/> Career Planning Skills <input type="checkbox"/> Work based Learning Experience X Technical skills-	Students' grades and GPA will be monitored throughout the year. We will also meet with students and parents to discuss school to career options and pathways. Upon completion students will have identified a career and have obtained interviewing skills and a resume.

Rainbow Chefs- Program dedicated to culinary arts and food handling and preparation		Students will receive soft skills and career exploration for pathways. Students will explore what steps are needed to obtain a degree in the related field. Working with the college and career center. Students will also identify local business for internships in related field	1.5 hours per week for 36 weeks	X Employability skills <input type="checkbox"/> Career Planning Skills <input type="checkbox"/> Work based Learning Experience X Technical skills-	Students' grades and GPA will be monitored throughout the year. We will also meet with students and parents to discuss school to career options and pathways. Upon completion students will have identified a career and have obtained interviewing skills and a resume.
Girls Who Code Program dedicted to computer coding and computer engineering	Computer Academy Pathway	Students will receive soft skills and career exploration for pathways. Students will explore what steps are needed to obtain a degree in the related field. Working with the college and career center. Students will also identify local business for internships in related field.	9th-12th grade 3-5 hours/ week	X Employability skills X Career Planning Skills X Work based Learning Experience X Technical skills-	Students' grades and GPA will be monitored throughout the year. We will also meet with students and parents to discuss school to career options and pathways. Upon completion students will have identified a career and have obtained interviewing skills and a resume.

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
Team Prime Time Basketball	SPED students will be given the opportunity to participate in basketball games with neighboring schools along with other SPED students. General Ed students will help coach students prior to the games.	Basketball coaches, SPED department.	9th-12th graders. 2 hrs per week. twice in the school year.	<input checked="" type="checkbox"/> Leadership <input 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 learn appropriate team building skills and enhance strong peer support.
ArtEsteem - Visual Arts Program	Students interested in art through social emotional learning will use the form of art to express themselves and make connections to their lives through art.	Art department.	9th-12th graders 2 hours per week	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Technology <input type="checkbox"/> Arts <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify)-	Learn to express social emotional learning through art. Learn community building skills in the form of art.
The Movement	Students will gather to learn about various real-world topics, discuss solutions and awareness, and be guided to spread awareness and will be taught community and youth leadership skills.	Staff/admin support.	9th-12 graders 4 hours per 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 type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify)-	Emphasize social justice awareness and teach students appropriate leadership skills to bring awareness in their community surroundings.

A Tribe Called Tech	Students will have a discussion group to discuss current issues in their lives from the community, school, etc.	Restorative justice facilitators.	9th-12th graders 4 hours per week	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Financial literacy <input type="checkbox"/> Technology <input type="checkbox"/> Arts <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Other (please specify):	Provide appropriate skills for emotional learning and support through peer support.
<p>SECTION 8: FAMILY ENGAGEMENT / FAMILY LITERACY</p> <p>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:</p> <p>OUSD High After School Family Engagement Required Activities (click link for additional information on these requirements):</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Family literacy is a required component of all 21st Century after school programs. Family literacy services support the educational goals of adult family members, connect them to resources and services in the community, and increase their ability to support their student's learning and development. For 21st Century grantees who receive Family Literacy funding: <i>The activities listed below must align to your 21st Century Family Literacy budget plan.</i></p>					
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	
Back to School Nights	SPSA Goal and School Need, Cost Team Supported	Parent Liaison will attend all parents back to school events and distribute flyers,	Sign in sheets on # of Parents attending our events organized by	Liaison will have access to all staff and resources. The resources for parents	

Parent Skills Training Mailing / Calls Home Family Support Night		registration forms and course schedule. Outreach for one on one family support will take place.	Tech Parenting University at Oakland Tech. The goal is to have individual student plans for success and family plans for students support.	Health & Wellness Classes Yoga Class One on One Counseling Family Counseling Quarterly Family Engagement Seminars Job Referrals Life Coaching Parent Liaison will connect families with resources. These include but are not limited to: FAFSA help; Workforce Reentry programs, Food Bank, Housing, and Health services.
PTSA	SPSA Goal and School Need, Cost Team Supported	Parent Liaison will attend all PTSA meetings for collaborations and referrals for parent engagement. Parent Liaison will coordinate Back to School Night and ASP's Open House in order to reach maximum parent engagement and involvement with the PTSA.	Liaison will be part of the PTSA team, more parents gain access to all the school resources & outside resources. Tech Parenting University will provide more outreach to parents by email and making phone calls to parents. Our goal is to have most of our parents register for TPU during our registration week in August.	Liaison will have access to all staff and resources. PTSA Meetings Booster Club Functions Fundraisers Mini Proposals Voice in decisions for campus.
Parent Nights	SPSA Goal and School Need, Cost Team Supported	There all multiple events for Parents Nights at Tech where parents can share common goals for student's success and express Ideas for student needs.	Liaison will be put on the Agenda for most events to promote family engagement and family literacy component.	Liaison will have access to all staff and resources

Back to School Nights	SPSA Goal and School Need, Cost Team Supported	Parent Liaison will attend all parents back to school events and distribute flyers, registration forms and course schedule. Outreach for one on one family support will take place.	Sign in sheets on # of Parents attending our events organized by Tech Parenting University at Oakland Tech. The goal is to have individual student plans for success and family plans for students support.	Liaison will have access to all staff and resources
<p>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.</p> <p>Led by our Family Liaison Debra Carter Kelly, Tech Parent University is a program for parents and caregivers of OT students to connect with each other, share skills, learn important information and build a stronger and more supportive community. Parents and caregivers are able to participate in educational sessions to sharpen their skills as they engage in one of life's most important and demanding roles. Sessions focus on cultural engagement, cross-cultural sharing and social interactions and events.</p> <ol style="list-style-type: none"> 1. Parent Liaison will outreach, and coordinate threeparent/guardian and student orientations during the academic cycle: Ralph J. Bunche continuation is on a trimester system (12 week cycle). At the conclusion of each cycle we will have a mandatory student and parents/guardian orientations. 2. Parent Liaison will put together one, schoolwide Health College and Career Fairthat will specifically focus on Seniors. Parent Liaison will connect to parents/guardians regarding college, career and job readiness opportunities for their graduating students. This fair will take place in April and the effort will receive school wide support, as it will be planned in collaboration with school staff. 3. Parent Liaison will coordinate Back to School Night and ASP's Open House in order to reach maximum parent engagement. 4. Parent Liaison will link up with the office of Family and Community Engagement, to access curriculum and support for carrying out workshops for parents throughout the year. The workshops will be selected depending on the needs and interests of parents. Judging from past experiences, parents tend to favor workshops on the following topics: parent/student communication; financial literacy; gangs, and street drugs; economic development opportunities. 				

5. Parent Liaison will be in constant communication with the parents/guardians of the students participating in the ASP's internship program. All student interns will need to bring their parent/guardians to an initial orientation; by partnering with parents/guardians we will increase student retention and completion rates of internships.

6. Parent Liaison will connect families with resources. These include but are not limited to: FAFSA help; Workforce Reentry programs, Food Bank, Housing, and Health services.

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

<p>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.</p> <p><i>In partnership with the school day, after school programs can play an important role in supporting student attendance by doing things like celebrating good attendance, informing parents about the importance of attendance, uncovering what challenges students/families are facing that cause them to miss school, regularly monitoring student attendance data, contacting families to let them know their child was missed at school, etc., in addition to providing meaningful after school learning experiences that help keep students engaged and coming.</i></p> <p>Below are several key strategies that after school programs can implement in partnership with the school day, in order to promote positive attendance, and support students and families who are struggling with attendance. Select at least two of the following strategies below, and identify specific action steps that your program will implement for each strategy.</p>	
Strategies to Support Attendance	Action Steps
a) Recruit and address the needs of students who are at risk of chronic absenteeism.	Oakland Technical will work with our Cost Team, Service Providers and Truancy Officer. We will target out truant students by having a Family Engagement / Intervention night at Oakland Tech. We will ask families and students to attend this mandatory event, so we can develop and individual success plan for our failing students.
b) Inform parents about the importance of attendance and encourage parents to help each other get their students to class.	We will make calls home and use school websites and our Cost Team.
c) Track students with poor program attendance and reach out to find out why and how attendance could be improved.	Our Cost team will meet weekly to track attendance. The After School Program Coordinator will receive reports from COST and provide outreach.
d) Celebrate good attendance and/or offer meaningful incentives to attract and reward students for attending our program.	The afterschool program will partner with the day school incentives system and provide "bulldog bucks" for positive behavior and consistently coming to program.
<p>SECTION 11: TRANSFORMING SCHOOL CULTURE AND CLIMATE</p> <p>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.</p>	

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)

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.

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:

- 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?
X	Positive Behavioral Intervention and Supports (PBIS)	ASP staff and lead agency reps will attend all OUSD August institute trainings; monthly PLC's and BiWeekly lead agency cohort meeting/trainings. These meetings trainings will serve at the platform for alignment with OUSD initiatives and support industry best practices. We will use student, parent and teacher survey data to inform the needs and implement strategies for promoting school culture and climate. Bay Area Community Resources is committed to providing ongoing professional development to all providers to ensure school culture and climate remains positive and lifted.

X	Restorative Justice/Restorative Practices (RJ)	-Displaying Restorative Justice guided conversation poster and follow the model to resolve student disputes. Work more intentionally with the RJ coordinator at Tech and the RJ student leaders to support with any restorative practices we'll need to implement
X	Social and Emotional Learning (SEL)	-Sharing behavioral toolkit curriculum with staff to reinforce development of socio-emotional language
<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> <p>The Oakland Tech after school program has various after school programs that support African American students such as Aspire to Achieve and African American Male Achievement.</p>		
<p>SECTION 12: Coordination with Other Service Providers</p> <p>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.</p> <p>The after school Site Coordinator or Director will actively participate in which of the following school group(s), in order to increase alignment between after school and school day efforts?</p>		
List key community partners whom you will actively collaborate with to accomplish the goals of your program.		<p>X COST team (Coordination of Services Team)</p> <p>X SST (Student Study Team)</p> <p>X SSC (School Site Council)</p> <p>X ILT (Instructional Leadership Team)</p> <p>X PTA</p> <p>X Attendance Team/Workgroup</p> <p>X SPSA Site Planning team</p> <p>X School Culture/Climate Committee</p> <p>X School Safety Committee</p> <p><input type="checkbox"/> Other (specify)</p>
List all subcontractors who will be paid to deliver after school services.		<p>Oakland Tech's COST Team</p> <p>ArtEsteem Attitudinal Healing Connection</p> <p>Rainbow Chefs</p>

<p>Youth Speaks Oakland's Kids First (Real Hard) Attitudinal Healing Connection</p>	
<p>Oakland Tech's COST Team Measure N Coordinator WBL Coordinator Community Outreach Coordinator</p>	<p>Identify other service providers and support personnel at your school (ie. school psychologist, School Based Health Center staff, counselor, mental health therapist, school nurse, parent liaison, etc.) whom you will actively collaborate with to accomplish the goals of your program.</p>

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

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

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

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 after school 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? 9th-12th grade

Target Population(s)	Specific Data to Inform Selection of Program Participants	Targeted Recruitment Strategies	Indicate if participation is Optional or Mandatory for each target population
Homeless/Foster youth	GPA	School announcements, email staff, classroom presentations	Mandatory
African American Males	GPA and suspension rates	School announcements, email staff, classroom presentations	Mandatory
English language learners and/or Newcomers	Level of English by CLDT	School announcements, email staff, classroom presentations	Mandatory

Athletes	Sports Rosters and GPA	School announcements, email staff, classroom presentations	Mandatory

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?

Students will be notified daily regarding the after school program offerings. Attendance is optional for programs and new students are always welcome to attend a new program. Constant communication between program coordinator and program instructors will help bring awareness for high need transitional students.

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 2017-September 2017	We will table and enroll students at registration and throughout the year. Flyers, course catalog, sign up sheets will be mailed out to students and families.	All after school staff, Teachers, Admin, SSO.

Important dates to include in your timeline:

- May – June: Early outreach and recruitment for 2017-18 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:

Oakland Technical High School will continue to make after school programming a priority on our campus. We will be promoting and showcasing our programs during registration and beyond. After school programs are a huge component of Tech. We work daily with our entire staff to encourage our students to be involved in after school. Students will be referred to site coordinator and he/she will register students into the desired program. Our site coordinator along with youth leaders will attend all back to school meetings to market and promote our after school programs. Site coordinator will also work closely with our site staff & service providers for referrals to after school programming.

Principal Signature:

 **Lead Agency Signature:**

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

Principal Initials	Lead Agency Initials	2017 - 18 Assurances for Grant Compliance and After School Alignment with School Day
SM	SP	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.
SM	SP	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.)
SM	SP	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.
SM	SP	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.
SM	SP	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.
SM	SP	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.
SM	SP	7) Site Administrator and lead agency partner have reviewed the Quality Support Coach key responsibilities, and understand this role is critical for strengthening staff practices and program quality. Site Administrator will identify a certificated, qualified individual to serve as the After School Quality Support Coach.
SM	SP	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.
SM	SP	9) Site will invite Site Coordinator to participate on school committees (ie. SSC, COST, SST, Culture Climate team, SPSCA planning team, etc) to ensure coordination of services.
SM	SP	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

a) Please identify who will fulfill the Quality Support Coach role for 2017-18:

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

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

Teachers on Extended Contract for Direct Service

In addition to a Quality Support Coach, some schools choose to have teachers on extended contract to provide direct service to students after school, such as math or literacy intervention and ELL instruction.

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.

List after school classes/activities that will be facilitated by teachers on extended contract	Anticipated hours/week for teacher on extended contract
After School BOOST Tutoring	8 hours
MESA	1 hours
Tribe Called Tech /Leadership	4 hours
Youth Speaks	6 hours

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.

ASP office and district police will provide line staff a training for an updated protocol on the correct crisis response in the beginning of the school year.

C) Principal and Site Coordinator have reviewed the QUSD 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 YPO/SA/YPQA 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?

BACR Coordinator Summer Institute - All Site Coordinators will participate in 3 days of training that will expand their knowledge on Youth Development, Curriculum Development, Grant Compliance, Policies and Procedures, Self-Care, and Program Quality (SA-YPQA) and coaching to success. During Summer Institute, Coordinators will have the opportunity to review their program schedule and program plan, create their year plan, plan for parent events, and learn from a variety of experts in the after school field. In addition to Summer Institute, coordinators will have the opportunity to participate in BACR led and outside trainings throughout the school year. These training opportunities may include CPR/First Aid trainings, Bridging the Bay, and Region IV trainings.

Team Cluster Meetings- All Site Coordinators will participate in monthly team cluster meetings led by their Program Manager, HR and guests. During these meetings, the Program Manager will communicate updates from the district, the agency, as well as provide the team with professional development surrounding leadership, program development and youth development. Furthermore, the Program Manager will provide space for the Site Coordinators to receive feedback and workshop site based concerns and program quality.

Coordinator Supervision - All site coordinators will meet at least two times a month to discuss site progress, individual coordinator goals, staff development and other site based subjects with their supervisor. This is opportunity for 1 on 1 support.

Line Staff Summer Institute and Year Long PD opportunities- All Group Leaders will participate in a 3 day institute that will expand their knowledge on youth development, classroom/behavior management strategies, project based lesson plans, cooperative games, emergency procedures, mandated reporting, and policies and procedures.

Site Specific Staff Meetings- All Site Coordinators will have the opportunity to plan and lead their own staff meetings with their line staff. At these meetings, Site Coordinators will provide their line staff with lesson planning time, review site safety plans, plan events for students and parents, and review important site information.

Line Staff Supervision-There will be time for line staff to consult with their coordinator, academic liaison and/or assigned grade teacher for consultation on student progress and lesson plan development. Staff will also be evaluated 3 times a year and undergo peer observation opportunities within site teams.

Program managers, coordinators and academic liaisons will conduct classroom observations for each of their group leaders to provide support and feedback on a regular basis. They will use this information to provide specific trainings and workshops.

The academic liaison will work with the coordinator to assist in the development of the academic component of the program. They will support the staff and coordinator in learning new skills around topics ranging from lesson planning, common core standards, classroom management etc. depending on the specific needs of the staff.

b) What professional development opportunities will be provided by the school site?
Mandatory school site staff meetings , COST team and meaningful student and family engagement meetings.

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 after school staff, based on needs identified by program data. My program will adequately budget for staff time to participate in professional development over the course of the year (for key line staff, recommended at least 20 hours of PD/year). X Yes ☐ No

Staff Wellness

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

As an agency, BACR believes that the wellness of our staff is directly related to the overall health of our programs. This year, BACR has launched our wellness initiative "Find Your Balance". The goal of this program is to improve the overall wellness of BACR staff so you have a balanced life and provide outstanding services. Our HR department has rolled out a variety of programs in support of this goal in the past few months/year and will continue to implement more. At the same time, each cluster of sites/districts is embarking on their own team wellness goals. For example, some are integrating in their team meetings at least 5 minutes of a Wellness Exercise, whether it is a reflection, meditation, or other

mindfulness activities (i.e. Yoga, Massages).

Social and Emotional Learning (SEL)

Developing SEL skills in students and adults who work in the Oakland school system is a top 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:

Instructor Language

Description: Instructors language refers to how the teachers talk to students. Instructors should encourage student effort and work, restating what the student did and what that student needs to do in order to improve.

Example: For example, Instructors language should not be simply praise (e.g., "You did a great job!") but should encourage students (e.g., "I see you worked hard on your mathematics paper. When you really think about your work, and when you explain your thinking, you get more correct answers."). In addition, teacher language should encourage students to monitor and regulate their own behavior, not just tell students how to behave (e.g., "What strategies have we learned when we come across a problem that we are not sure how to do?").

Responsibility and Choice

Description: Responsibility and choice refer to the degree to which Instructors allow students to make responsible decisions about their work in the classroom.

Example: The Instructor creates a classroom environment where democratic norms are put into place and where students provide meaningful input into the development of the norms and procedures of the classroom as well as the academic content or how the academic content is learned. Instructors give students controlled and meaningful choices. Other ways to get students to feel responsible in the classroom are peer tutoring, cross-age tutoring, or participating in a service-learning or community service program.

Warmth & Support

Description: Warmth and support refers to the academic and social support that students receive from their Instructor and peers. Instructors create classrooms where the students know that Instructor care about them.

Example: Instructors demonstrate that they care about their students by asking students questions (academic and

nonacademic), following up with students when they have a concern, providing anecdotes or stories, and acting in ways in which students know that taking risks and asking questions are safe in the classroom. In addition, Instructors need to create structures in the classroom where students feel included and appreciated by peers and teachers (e.g., morning meetings or projects in which students get a chance to share what they learn).

Cooperative Learning

Description: Cooperative learning is a specific instructional task in which Instructors have students work together toward a collective goal. Instructors ask students to do more than group work; students are actively working with their peers using content in a meaningful way.

Example: To implement cooperative learning effectively, teachers include five basic elements: (1) positive interdependence, (2) individual accountability, (3) promoting one another's successes, (4) applying interpersonal and social skills, and (5) group processing (the group discusses progress toward achieving a goal). When implementing cooperative learning, teachers should have an element that requires collective and individual accountability to ensure that everyone participates in the learning task.

Classroom Discussions

Description: Classroom discussions refer to conversations students and teachers have regarding content. During classroom discussions, teachers ask more open-ended questions and prompt students to elaborate on their own thinking and that of their peers.

Example: When classroom discussions are done well, students and teachers constantly build on each other's thoughts, and most of the dialogue is student driven. To promote effective discussions, teachers must develop students' communication skills. More specifically, instructors ensure that students learn how to extend their own thinking and expand on the thinking of their classmates. Students need to be able to listen attentively and pick out the main ideas of what classmates are saying.

Self-Reflection & Self-Assessment

Description: Self-reflection and self-assessment are instructional tasks whereby teachers ask students to think actively about their own work.

Example: In order for students to self-reflect on their work, Instructors should ask students to assess their own work. Students need to learn how to assess more rigorous work against performance standards that have either been provided by the

Instructors or co-created in the classroom. Using the standards, students need to learn how to monitor the progress toward meeting the standards, as well as learn when and how to ask for help to meet that standard.

Balanced Instruction

Description: Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students opportunities to directly learn about the material as well as engage with the material.

Example: An example of an active form of instruction is project-based learning. In project-based learning, students are actively involved in solving a problem, which could be completed collaboratively or independently. Even during independent projects, students typically have to rely on others to find information. During the project, students should plan, monitor, and reflect on their progress toward completion.

Academic Press and Expectations

Description: Academic press refers to a Instructor's implementation of meaningful and challenging work; academic expectations focus on the teacher's belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants students to succeed, and that they have to exert effort in challenging work in order to succeed.

Example: Teachers should ensure that students feel pressure to succeed, as well as feel responsible for accomplishing or failing to accomplish their academic work. In order to be successful with this practice, Instructors must know what their students are capable of doing academically and how students will respond emotionally to challenging work.

Competence Building—Modeling, Practicing, Feedback, and Coaching

Description: Competence building occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals and objectives of the lesson, introduction to new material or modeling, group and individual practice, and conclusion and reflection. Each part of the cycle helps reinforce particular social-emotional competencies when the teacher integrates them into the lesson.

Example: Throughout the lesson, the Instructors should model prosocial behaviors to the students, as well as provide feedback to students on how they interact with their peers and learn content. If problems arise between students in guided practice or with content, the teacher guides the students through problem-solving and conflict-resolution strategies.

Continuous Quality Improvement (CQI)

Engaging in continuous quality improvement processes is an OUSD expectation for all schools and after school 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 *Assess-Plan-Improve* CQI process utilizing national quality standards for youth development. All OUSD after 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**

21st Century High School After School Programs
2017-2018

<p>Equitable Access: (must be completed by all programs that receive 21st Century Equitable Access funding)</p> <p>Some 21st Century programs receive extra Equitable Access funding. The intent of Equitable Access funding is to provide targeted supports for special populations of students who may face challenges and barriers to program participation. Examples of allowable use of Equitable Access funds include:</p> <ul style="list-style-type: none"> - additional academic interventions/supports for struggling students (e.g. 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>N/A</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>Oakland Tech has meaningful student family engagement committee. The meetings will take place one Saturday a month for school climate developmental workshops.</p>
<p>Dates of Service:</p>	<p>1/08/2018</p>

	4/15/2018 5/13/2018 9-10 hours
Hours of Operation: (note that supplemental programs must operate at least 3 hours/session)	
Description of Supplemental Program Activities: (describe goals of programming, target audience, planned activities, etc.)	
<p>The goal of the committee will be to organize various school events, Parent and Student Family Nights. The target audience will be those students at risk. The students that have a 2.0 or below and students that are at risk of Truancy. Counseling Staff and Attendance Coordinator will generate a list of students.</p>	

Principal Signature: _____

Lead Agency Signature: _____

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

School Site: _____

Lead Agency: _____

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

	<input type="checkbox"/> Girls Soccer <input type="checkbox"/> Boys Soccer <input type="checkbox"/> Girls Track and Field <input type="checkbox"/> Boys Track and Field <input type="checkbox"/> Girls Volleyball <input type="checkbox"/> Boys Volleyball <input type="checkbox"/> 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: _____

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

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

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

Date of Birth

Email Address

Zip

Cell Phone

In case of emergency please contact:

Phone: work/home/cell

 No

Primary Insured's Name

Telephone

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 _____

EAST BAY REGIONAL PARK DISTRICT

WAIVER AND RELEASE OF LIABILITY AND INDEMNITY AGREEMENT

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

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

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

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

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

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

Participant's Name _____
(Print)

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

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

EBRPD Waiver - Swim Use
Rev. 3/09



Exhibit F

OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools. Thriving Students.

INVOICING AND STAFF QUALIFICATIONS FORM 2017-18

Basic Directions

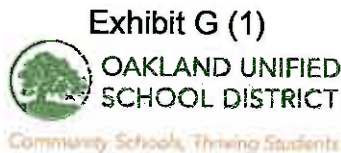
Complete the chart below for each subcontractor and attach with Lead Agency monthly invoices.

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



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.

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

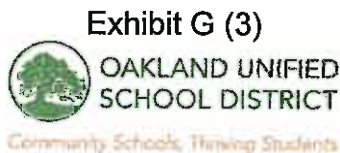
The following procedures are required in submitting fiscal forms for Paid Inservice/Extended Time for OUSD employees utilizing 21st Century and/or ASES funding:

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 Inservice/Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers is \$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.



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



BAYAREA-10

KHARENCAME

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

07/18/2017

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 Vantreo Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	CONTACT NAME: Rebecca Rountree	
	PHONE (A/C, No, Ext): (707) 546-2300 233	FAX (A/C, No):
INSURED Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	E-MAIL ADDRESS: rroundtree@vantreo.com	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Philadelphia Indemnity Ins Co	NAIC # 18058
	INSURER B: California Insurance Company	38865
	INSURER C:	
	INSURER D:	
INSURER E:		
INSURER F:		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X	PHPK1684210	07/20/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY		PHPK1684210	07/20/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHUB593225	07/20/2017	07/01/2018	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000
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 <input type="checkbox"/>	732183680103	07/01/2017	07/01/2018	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liab		PHPK1684210	07/20/2017	07/01/2018	Each Incident 1,000,000
A	Abuse & Molestation		PHPK1684210	07/20/2017	07/01/2018	Sublimit 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 named as an Additional Insured, per form PI-GLD-HS 10/11

CERTIFICATE HOLDER

CANCELLATION

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Ste. 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



Bay Area Community Resources After School Programs

Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. BACR has provided after-school academic support, enrichment, and physical activity programming in Bay Area communities for more than 30 years; this includes partnerships with 27 schools in the Oakland Unified School District (OUSD) after school programs since 2004. Our after school programs are designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances—helping them overcome obstacles and become high achieving and joyful learners and by doing so, helping to reduce the achievement gap.

- ❖ BACR is the lead community agency— managing the entire program, providing staff, and delivering services—27 schools in Oakland, 13 in San Francisco, 5 in Alameda, 5 in San Rafael, 8 in Antioch, 15 in West Contra Costa County, and 12 in Mt. Diablo Unified in Contra Costa County..

OUR VALUES

- ❖ Provide children with a safe, nurturing and enjoyable environment after school.
- ❖ Integrate youth development practices into everything we do.
- ❖ Meet the needs of the schools, students, parents, and partner non-profits we serve.
- ❖ Empower youth by building confidence in their academic and social abilities
- ❖ Respect and embrace the sociocultural norms and history of the communities we serve in order improve the present, and sustain future generations.
- ❖ Give youth just, equal, and meaningful opportunities to learn, grow, and succeed.
- ❖ We like to have FUN! Take every opportunity to enjoy and celebrate our work.

PROGRAM MODEL

Academic Assistance

- ❖ **Homework support:** Students work in small groups with trained staff.
- ❖ **Academic enrichment:** Students get hands-on opportunities to master academic content, through robotics, chemistry lab, poetry slams, and creative writing workshops.
- ❖ **Academic interventions:** Students who need it get one-on-one review sessions with teachers or tutors and Supplemental Educational Services tutoring.
- ❖ **Test preparation and credit recovery:** High school students get help to graduate.

Enrichment

- ❖ Students explore their interests and build new skills. Visual and performing arts, community service, and student-led projects that promote pride, embody culturally-responsive activities, and integrate learning objectives in California Content Standards.
- ❖ Enrichment activities are tailored to each school site.

Recreation

- ❖ Students can exercise, relax, and build social skills through organized sports, cooperative games, and free time.

Showcases

- ❖ Young people get opportunities to showcase their work and share their achievements with peers and family.

EVIDENCE OF OUTCOMES

Recent Oakland elementary school surveys of youth showed positive outcomes:

Students

- ❖ I feel safe in this program. 89%
- ❖ There is an adult at this program who cares about me. 91%
- ❖ When I'm in this program, I feel good about myself. 87%
- ❖ In this program, I learn how to use my time to finish all my school work. 91%

Recent Oakland middle school surveys of youth showed positive outcomes:

Students

- ❖ In this program, there is an adult who wants me to do my best. 87%
- ❖ This program helps me to feel like a part of my school. 72%

Recent Oakland high school surveys of youth showed positive outcomes:

Students

- ❖ The adults in this program listen to what I have to say. 95%
- ❖ This program helps me learn ways to study (like reading directions). 90%
- ❖ Since coming to this program, I am better at setting goals for myself. 90%

ADVANTAGES FOR PARTNER SCHOOLS

- ❖ **Experience and Commitment.** Over 3 decades of leading after school programs.
- ❖ **Infrastructure.** A strong, well-funded organization and administrative structure.
- ❖ **Flexibility and Adaptability.** A program tailored to each school's after school goals.
- ❖ **High Quality Staff.** We select and support highly committed and professional staff.
- ❖ **Leveraged Resources.** We have the capacity to bring AmeriCorps Members into the program. BACR continuously seeks new funding and new opportunities to add value.

CONTACT US

Any location: Marty Weinstein, Executive Director, (415) 755-2321; mweinstein@bacr.org
 East Bay: Marisa Ramirez, (510) 559-3025; mr Ramirez@bacr.org
 San Francisco and Marin County: Don Blasky (415) 755-2311; dblasky@bacr.org
 Visit our website: www.bacr.org

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



Bay Area
Community
Resources

Administrative Office
171 Carlos Drive
San Rafael
California 94903-2005

Phone
415.444.5580
Fax
415.444.5598
Website
www.bacr.org

Martin Weinstein
CEO

Mary Jo Williams
COO

Board of Directors

Lissa Franklin
President

Nancy McEvers Anderson
Bryan Breckenridge
Robert Davisson
Benedict Hur
David Lilienstein
Christina Lee
Rob Ness
Bud Travers
Monica Vaughan
Shannon Vincent

April 1, 2017

To Whom It May Concern:

It is the Bay Area Community Resources policy to ensure to the best of our abilities that everyone we bring into our BACR programs to work with our clients are properly screened so as to minimize any risk, either physical or emotional, to the children and other clients we serve. We achieve this through FBI and DOJ fingerprint background checks on all our employees, independent contractors, subcontractors and volunteers working in our OUSD school programs. We are set up to receive subsequent arrest records. In addition, all staff must turn in a negative TB clearance before they begin working with our students in OUSD.

We certify that all staff meet our staff qualifications including TB clearance, and FBI/DOJ clearance before they begin working with the students. We can provide verification upon demand from OUSD. On a monthly basis this information is submitted to our district after school programs office with our invoices, indicating ATI numbers.

Sincerely,

Marisa Ramirez
Program Director
mramirez@bacr.org



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	Bay Area Community Resources	Agency's Contact Person	Martin Weinstein
Street Address	171 Carlos Drive	Title	Chief Executive Officer
City	San Rafael	Telephone	415-755-2321
State	CA	Zip Code	94903
		Email	mweinstein@bacr.org
OUSD Vendor Number	I001628		
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	\$ 178,913.00
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Budget Information

Resource #	Resource Name	Org Key #	Object Code	Amount	Req. #
4124	21st CCLC - Core	3051879401	5825	\$ 178,913.00	
			5825	\$	
			5825	\$	
			5825	\$	

OUSD Contract Originator Information

Name of OUSD Contact	Staci Morrison	Email	Staci.Ross-Morrison @ousd.org	
Telephone	510-879-3050	Fax	510-450-5428	
Site/Dept. Name	305/Oakland Technical 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			6/21/17
2. Resource Manager			6/21/17
3. Network Superintendent / Executive Director			6/27/17
4. Cabinet (SBO, CFO, CSO, Deputy Chief)			
5. Board of Education or Superintendent			
Procurement	Date Received		

SAM Search Results
List of records matching your search for :

Search Term : bay* area* community* resources*
Record Status: Active

ENTITY	BAY AREA COMMUNITY RESOURCES, INC.	Status:Active
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DUNS: 102947132	+4:	CAGE Code: 3VGW8	DoDAAC:
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Expiration Date: Jun 15, 2018	Has Active Exclusion?: No	Debt Subject to Offset?: No
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Address: 171 CARLOS DR

City: SAN RAFAEL

State/Province: CALIFORNIA

ZIP Code: 94903-2005

Country: UNITED STATES
