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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 11, 2025

Subject Expanded Learning Programs After School Program Master Contract 2025-2028 with Love, Learn, Success

Ask of the Board Approve After School Master Contract
 Ratify Services Agreement

Services *Vendor will serve as lead agency for program coordination, academic intervention, homework support, student supervision and a variety of enrichment services, as described in the Master Contract, for Melrose Leadership Academy.*

Term Start Date: 7/1/25 End Date: 7/31/28

Not-To-Exceed Amount \$2,455,451.40

Competitively Bid Yes

If the Service Agreement was not competitively bid and the not-to-exceed amount is more than \$96,700, list the exception(s) that applies (requires Legal review/approval and may require a resolution): [Exception]

In-Kind Contributions *District staff monitor budgets and grant compliance requirements. District provides space and Custodial Services for after school programs.*

Funding Source(s) *Resource 6010 – After School Education and Safety (ASES) Program in the amount of \$505,451.40, Resource 2600 – Expanded Learning Opportunities Program (ELO-P) in the amount of \$1,950,000.00*

Background *The After School Education and Safety (ASES) Program is the result of the*

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

The general purpose of the 21st Century Community Learning Centers (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 section 8421 further defines the purpose of the 21st Century High School After School Safety and Enrichment for Teens (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.

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

This agency has demonstrated experience and capacity in serving in the after school lead agency role. This organization successfully met all of the requirements of OUSD's Request for Qualifications process for issuance of contracts for after school programs and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office. The school Principal and their team have selected this agency from a list of approved lead agency partners.

Attachment(s)

- Expanded Learning Programs After School Program Master Contract 2025-2028 with Love, Learn, Success
- Request for Proposal #24-148ExLO and Vendor Bid Materials

Expanded Learning Programs
After School Program Master Contract 2025-2028
Between Oakland Unified School District and

Love, Learn, Success

1. **Intent.** This Master Contract 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 Love, Learn, Success ("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 the OUSD school sites identified in the Scope of Work(s) to be incorporated into this Master Contract by reference. A summary of Agency after school programs to be offered during the school year ("SUMMARY") is attached hereto as Exhibit A. Summer programs will be selected through a Scope of Work at a later date, based on OUSD needs, site availability, and subject to Board approval. Identification of summer programs is anticipated in February of each year and after-school providers will be assigned to OUSD schools to facilitate summer programming.
2. **Scope of Work.** The Scope of Work consists of the approved Annual Budget Tool and Annual Expanded Learning Opportunity Program Planning Tool, templates of which are attached hereto as Exhibit B. There shall be a Scope of Work for each separate school site served by AGENCY. The term of the Scope of Work shall not exceed one year. OUSD and AGENCY shall ensure that a Scope of Work is executed for each identified school site no later than 30 days prior to the date on which services under that Scope of Work are scheduled to begin. By approving this Master Contract, and the Scope of Work templates and Summary attached hereto as Exhibits A and B, the OUSD Board of Education ("BOARD") delegates to the Executive Director of Community Schools and Student Services ("CSSS Executive Director") the authority to approve and amend individual Scopes of Work for after school programs during the school year without further Board action required. Any Scopes of Work or amendments exceeding the approved amounts in the SUMMARY require Board approval.
3. These services will be funded by one or more of the following grants:
 - California Department of Education ("CDE") After School Education and Safety Program ("ASES")
 - US Department of Education 21st Century Community Learning Centers (21st CCLC)
 - US Department of Education 21st Century High School After School Safety and Enrichment for Teens ("ASSETS")
 - Expanded Learning Opportunities - Programs ("ELO-P")
 - Oakland Fund for Children and Youth - This Master Contract will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth ("OFCY") After-School Initiative funds that shall be utilized as matching funds to CDE ASES and 21st CCLC funds.
 - Private grants
4. **Term of Master Contract.** The term of this Master Contract shall be July 1, 2025, through July 31, 2028.
5. **Termination and Suspension.**
 - 5.1. **Termination for convenience by OUSD.** The BOARD may at any time terminate this MOU or any Scope of Work entered into pursuant to Section 2 of 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. The OUSD After Schools Program shall also annually review the AGENCY's performance and bring recommendations to terminate the AGENCY to the Board.

5.2. **Termination for cause by OUSD.** In addition, OUSD may terminate this MOU or any Scope of Work entered for cause should AGENCY fail to perform any part of this MOU. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the BOARD, in which case this Agreement would terminate upon ratification of the termination by the BOARD or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made. 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 for the services through the end of the Term identified in Section 3.

5.3. In the event of termination or suspension, AGENCY must, upon request, follow all transition protocols and actively participate in the transition process, attend all transition meetings, promptly turn in all keys and key fobs, transfer custody of all records, and inventory of all after-school supplies.

5.4. **Average Daily Attendance Requirement.** In the event, an AGENCY fails to achieve 86 percent of their annual attendance target in any given calendar year (EC Section 8483.7[a][1][D]), AGENCY will be placed on probation from (January-May). If AGENCY is unable to meet compliance deliverables to improve ADA, AGENCY's contract will be assessed to determine capacity to continue serving as the expanded learning provider at the school site.

July-Dec: Capacity building, site work to increase ADA compliance

Jan-May: Assessment Period, sites will review ADA to comply with 86% ADA requirements. Sites that fall below expectations, tier 2 supports will be implemented.

Aug-Dec: Intensive Supports, sites falling below 86% ADA, intensive tier3 supports will be implemented.

Jan-May: Transition

5.5. **Suspension.** If OUSD, at its sole discretion, develops health and/or safety concerns related to the AGENCY's provision of services, then the CSSS Executive Director may, upon approval by OUSD legal counsel, issue a notice to AGENCY to suspend the Agreement or Scope of Work, in which case AGENCY shall stop providing services under the Agreement until further notice from OUSD. OUSD shall compensate AGENCY for services satisfactorily provided through the date of suspension. During the period of suspension, OUSD may procure services from another agency.

5.6. **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. In the event AGENCY ceases to provide required services prior to the end of the MOU term, 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 through the end of the term identified in Section 4. 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.

5.7. Alignment with OUSD's initiatives: (Creating Joyful Spaces) - Complaints, safety, lack of inclusion. (compromises district initiatives) _moving from approved to conditional. What does High Quality look like. Observations look like?

6. **Compensation.** Contingent on OUSD receipt of California Department of Education and/or U.S. Department of Education after-school grant funds and subject to grant funding levels, the ASES, 21st

CCLC, and ELO-P grant award amount for the school sites listed above, funding projection is based on three-year grant totals for each school site identified in Exhibit A. The three-year not-to-exceed amount for this Master Contract is \$ 2,455,451.40 . AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:

6.1.Total Compensation. Subject to the provisions of 6.2 Positive Attendance and the provisions of 6.3 Administrative Fee and subject to AGENCY compliance with Master Contract 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. Funding will be contingent on CDE grant allocations. Penalties may be assessed or payments withheld for non-compliance, including but not limited to Master Contract requirements, accurate attendance reporting, fiscal invoicing, full participation at OUSD required meetings, training, and in continuous quality improvement efforts. Falsification of attendance or any compliance documents will result in the termination of the contract.

6.2.Positive Attendance. Payment for services rendered related to the ASES, 21st CCLC, ASSETS, and ELO-P grants shall be based on actual student attendance rates (\$10.18 a day per student through ASES, 21st CCLC, ASSETS, and ELO-P.), 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 \$10.18 a day for ASES, 21st CCLC, ASSETS, and ELO-P per student. Documentation of attendance must be submitted through the OUSD’s Aeries student information system in order for invoices for payment of services for the ASES, 21st CCLC, ASSETS, and ELO-P grants to be processed. Attendance is due by the 10th day of the following month. In the event that any school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), and AGENCY provides programming remotely pursuant to Section 7.4.5 of this MOU, AGENCY shall calculate attendance based on student participation in AGENCY’s remote programming.

6.2.1. Reconciliation Process for Positive Attendance Based Grant Funds. OUSD will adjust the payment of the “positive attendance based” grants based on a quarterly review of monthly invoices and attendance for services rendered related to the ASES, 21ST CCLC (Core Grant), ASSETS, and ELO-P 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 an additional payment or 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.

6.2.2. Administrative Charges and Reconciliation. The reconciliation process for positive attendance-based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 6.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).

6.3.OUSD Administrative Fees. OUSD shall charge and withhold up to 14% from the overall ASES, ELO-P, and 21st Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.

6.4.AGENCY Administrative Fees. AGENCY understands and agrees that it may not charge more than 5% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASES, 21st CCLC, ASSETS, and 10% ELO-P grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASES, ELO-P, and 21st CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative

costs consist of expenditures for administrative activities that provide a direct benefit to the ASES, 21st CCLC, ASSETS, and ELO-P programs. Indirect costs consist of expenditures for administrative activities necessary for the general operation of the agency, but that cannot be tied to the ASES, 21st CCLC, ASSETS, and ELO-P programs.

6.5. 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 each school year during the term of this Agreement and will not exceed the budget reflected in Exhibit B for each Scope of Work.

6.6. Site Coordinator. (Per EC Section 8483.9(c)), the cost of a program Site Coordinator may be included as direct service provided that at least 85 percent of the Site Coordinator's time is spent at the program site.

6.7. Modifications to Budget. Any modifications to the approved grant budget must be approved by OUSD and AGENCY, 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, that 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.

6.8. Program Fees. The intent of the ASES, 21st CCLC, ASSETS, and ELO-P programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after-school program. Fees should not create a barrier to participation in the after-school program. After-school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. The fee structure must be identified within the Scope of Work approved by both parties prior to charging any program fees. AGENCY shall provide the OUSD After School Programs Office with additional documentation upon request, to ensure grant compliance. Programs that charge program fees will waive or reduce these fees for students eligible for free or reduced-priced meals. Programs cannot charge fees if the child is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Any site receiving 21st Century Community Learning Center (CCLC) and ASSETS must report all fees collected (i.e., registration fees, family fees, application fees, etc.) to the OUSD After-School Program Office for CDE reporting. (EC 8482.6)

7. Services. AGENCY will serve as the lead agency at the OUSD school sites identified in the annual Scope of Work, will be responsible for operations and management of the ASES, 21st CCLC, ASSETS, ELO-P, OFCY, and private grants contracted to AGENCY by OUSD for fiscal years 2025-2026- through 2027-2028. This shall include the following required activities:

7.1. Student Outcomes. AGENCY shall achieve the student outcomes described in the grant application narrative and articulated in documents from the program evaluation team, both of which are incorporated herein. 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. (EC 8483.3[c][5], 8483.3[c][6])

7.2. Alignment with Single Plan for Student Achievement (“Site Plan”). AGENCY will ensure the after-school program aligns with objectives of OUSD and OUSD school sites identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A which are designed to ensure the success of students as articulated in the Site Plan(s). AGENCY will work in partnership with the school principal(s) to ensure that the program components are aligned with and complement OUSD standards and school site curriculum. (EC 8483.3[c][5], 8483.3[c][6])

7.3. Alignment with LCAP. AGENCY will ensure the after-school program aligns with objectives LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap and should be supportive of other LCAP goals, as identified in the Annual Expanded Learning Opportunity Program Planning Tool within the Scope of Work. (EC8483.3[c][6])

7.4. 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 timely submit corresponding CQI deliverables to the After School Programs Office:

- beginning of year self-assessment using Truth, Hope, Change, Curiosity tool
- planning with data (using self-assessment and other program data as available)
- development of a quality action plan with SMART goals for program improvement
- progress check for program quality e.g. quality coaching

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

Agency staff (Site Coordinators and other agency staff) are also required to participate in any OUSD sponsored CQI training provided by the OUSD After School Programs Office.

7.5. Oversight. AGENCY will provide oversight, fiscal management, payroll services, technical assistance, and facilitation of collaboration with other service providers. Agency must ensure compliance with ASES and 21st CCLC and ASSETS, and ELO-P 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. OUSD’s Expanded Learning Office will monitor all compliance requirements and provide regular supervision of sites at its discretion. AGENCY will provide all necessary documents within 48 hours of written request by OUSD.

7.6. Enrollment. At each OUSD school site identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A, and for which there is a Scope of Work, AGENCY will enroll sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

7.7. Program Requirements

7.7.1. Program Hours. The program shall be offered Monday through Friday, every regular school day annually (EC Section 8483[a][1]), commencing immediately upon the conclusion of the regular school day, operating a minimum of 15 hours/week, and until 6:00 pm daily.(EC 8483[a][1], EC Section 8483[a][1][A][i]). Instructional activities must include a balance of both academic, enrichment/recreation, and physical components (EC Section 8483.3[c][5]). ELO-P funding can be used to support intercession programming and before-school care. AGENCY will ensure expanded learning programs commence at full capacity on the first day of school and conclude on the last day of school.

- 7.7.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2025–2026 through the 2027-2028 school years (EC Section 8483[a][1]). AGENCY will close the ASES, 21st CCLC, ASSETS, and ELO-P program(s) no more than a maximum of 3 days in each of the 2025-2026 through the 2027-2028 school years for staff professional development, as permitted by Education Code. Programs that receive 21st CCLC Supplemental or ELO-P grant funds or private funding for summer shall additionally operate a sufficient number of days and hours in the summer, on weekends, and during intercession in the manner prescribed by the grant legislation and/or funder, in order to meet attendance goals required by the CA Department of Education and/or the funder. AGENCY can not utilize ASES/21stCCLC/ASSETS/ELO-P professional development days during the first week of school.
- 7.7.3. **Program Staffing.** AGENCY agrees to ensure each school site is fully staffed (lead agency staff and/or subcontractors) and able to provide comprehensive programming to 86% of the grants ADA requirement commencing on the first day of school and continuing through the last day. AGENCY will ensure staff are clearly identifiable. Site coordinator salary is considered direct service and the Site coordinator must be on campus at least 85% of the time (8483.9[c]). AGENCY will provide staff with training and development (EC Section 8483.3[c][4]) to ensure high quality programming. Selection of the Site Coordinator is subject to the approval of the school site principal (EC Section 8483.4)
- 7.7.4. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASES, 21st CCLC, ASSETS, and ELO-P grants for students identified at each of the schools listed in the “School Site List and Annual Grant Amounts” attached hereto Exhibit A. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines understanding that:
- **Educational and Literacy.** An educational and literacy element that must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests. (EC 8482.3[c][1][A], 8482.3[f][6], 8483.3[c][1])
 - **Enrichment.** The enrichment element must offer an array of additional services, programs and activities that reinforce and complement the school's academic program. Enrichment may include but is not limited to arts, youth development, leadership, recreation, sports, music, career awareness, college interest, service learning, and other youth development activities based upon student needs and interests. (EC 8482.3[c][1][B], 8482.3[f][6], 8483.3[c][2]) All programs must offer both enrichment and recreation/physical fitness activities as core components of the after-school program, and summer program if summer program is provided. (EC 8483.3[c][7])
 - **Family Literacy Services.** AGENCY shall assess the need for family literacy services among adult family members of the students to be served by the program. All programs will, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services. (EC Section 8482.3[c][1][A])
 - **Equitable Access Programming.** AGENCY shall include a component for students at all schools site receiving Equitable Access funding to support full access to program components.
 - **Supplemental and Summer Services.** In all programs receiving 21st CCLC Supplemental and/or ELO-P grant funds or private funding for summer, AGENCY will provide educational and enrichment programming in the summer, on weekends, and/or during intercessions. A broad range of activities may be implemented based on local student needs and interests, and district guidelines for summer programming. If summer services will be added, a separate Scope of Work will reflect the summer scope, summer budget and any changes in location as to summer services to be provided.
 - **Elementary and Middle School Sports League Activities.**
All programs participating in the Middle School Sports League must include those activities in their Program Planning tool and Program Schedule. Middle School Sports League activities, including but not limited to on and off-site practices and games, are subject to the field trip

policy high-risk field trip activities requirements provided in this agreement. All sports participants and volunteers must have on file a completed Elementary and Middle School Sports Release of Liability and Assumption of Risk prior to participation. The Elementary and Middle School Sports Release of Liability and Assumption of Risk template will be provided to the AGENCY by OUSD prior to the beginning of each school year.

- **Tk-6 school sites that receive ELO Program** funding are required to offer the ELO Program to all TK/K-6 classroom-based pupils and provide program access to any TK/K-6 classroom-based pupils upon parent/guardian request. (46120(d)(1)(B) or 46120(d)(4)). TK is not optional and is included in the requirement because TK is operated as a program within Kindergarten.

7.7.4.1. **Super Snacks/Snack/Supper/Beverages:** AGENCY shall meet Federal and State meal and snack requirements (8482.3[d][1], 8482.3[d][2], 8483.3[c][8]) and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:

7.7.4.1.1. Provide meals and beverages that meet State and Federal standards;

7.7.4.1.2. Provide the number of meals and beverages requested by AGENCY unless/until Nutrition Services determines that AGENCY's participation is lower than the super snack/snack/meal/beverage count provided by the AGENCY, in which case, the number will be adjusted;

7.7.4.1.3. Provide all supplies including utensils, napkins, forks, required;

7.7.4.1.4. Support compliance by AGENCY with required State and Federal administrative requirements;

7.7.4.1.5. Provide annual training to AGENCY.

7.7.4.2. Each AGENCY participating in the Nutrition Services super snack/snacks/supper/beverage program shall:

7.7.4.2.1. Attend annual training. In the event that the person responsible for super snack or snack distribution changes, AGENCY will make arrangements with Nutrition Services for training of new employees or representative of the AGENCY;

7.7.4.2.2. Complete After School Super Snack, Snack, and Supper Menu Production Worksheets (MPW) on a daily basis;

7.7.4.2.3. Ensure meal count is accurate;

7.7.4.2.4. Submit completed MPW to cafeteria staff by the next business day;

7.7.4.2.5. Return leftovers to the cafeteria;

7.7.4.2.6. Ensure that only students are served and receive food from the program;

7.7.4.2.7. Ensure that meals are not removed from campus

7.7.4.2.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination

7.7.4.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.

7.7.4.3.1. MPW not completed and submitted by the next business day;

7.7.4.3.2. Super Snacks and Snacks are ordered and not picked up

7.7.4.4. In addition to any applicable liability associated with audit findings, AGENCY will be charged OUSD's current meal costs that OUSD is unable to claim due to AGENCY's failure to comply with program requirements: The current costs for the 2024-2025 school year are below; these amounts may change throughout the life of the agreement.

7.7.4.4.1. Super Snack: \$3.66

7.7.4.4.2. Supper: \$3.66

7.7.4.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.

7.7.4.6. In accordance with guidance provided by the California Department of Education, in the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), OUSD may fulfill its above-described obligations to provide after-school meals, snacks, and/or beverages through a "grab-and-go" meal distribution program, in which case AGENCY shall not be responsible for distributing after-school meals, snacks, and/or beverages.

7.7.5. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20 for elementary, middle, and high school programs, with no more than 20 youth for each qualified, adult staff supervisor. TK-K programs must operate on a 1:10 staff to youth ratio. (EC Section 8483.4)

7.7.6. **Remote Provision of Services.** In the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), AGENCY shall provide programming remotely, rather than in-person at the school site.

7.8. **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:

7.8.1. **Accountability Reports.** AGENCY will provide OUSD with the following set of program accountability reports:

- Financial reports
- Activity reports
- Attendance reports
- Outcomes reports: behavioral and academic
- Staff qualifications

7.8.2. **Attendance Reports.** AGENCY will provide OUSD with attendance reports using the OUSD/OFCY attendance systems and maintain 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 following the termination of this Agreement for auditing purposes. (EC 8482.3[f][10][A], 8484[a][1][A])

7.8.3. **Use of Enrollment Process.** AGENCY will use OUSD online and paper After School Program Parent Permission packet, including early release waiver, for all after-school participants. Forms will be provided to AGENCY by OUSD prior to the beginning of each school year. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD enrollment packet, in advance of distribution.

7.9. **Maintain a 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, supervision, training, and security policies and protocols sufficient to ensure staff, student, and family member safety. (EC 8483.3[c][3])

7.10. AGENCY shall register with and maintain current information within OUSD's Community Partners Database, unless OUSD communicates to AGENCY in writing otherwise, based on OUSD's determination that the services are not related to community schools outcomes. If/when agency programs and school sites change (mid-year or subsequent years), AGENCY shall promptly update the information in the database.

7.11. **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(s) to complete and/or update and submit an annual after-school safety plan(s) by mid-October each year which aligns with and is part of each 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.

7.12. **AGENCY shall comply with all applicable California and Federal laws,** regulations, and ordinances. This includes, but is not limited to, compliance with the California Labor Code 6401.9 (Workplace Violence Prevention Plan Law), as well as any other laws related to labor, employment, safety, health, and environmental regulations. The AGENCY shall ensure that all activities and services conducted under this Agreement are in strict compliance with such laws and regulations. Any violation of these laws, regulations, or ordinances by the AGENCY or any of its employees, subcontractors, volunteers, or agents shall constitute a material breach of this Agreement.

7.12.1. **OAKLAND UNIFIED SCHOOL DISTRICT will not tolerate workplace violence** and is committed to maintaining a safe workplace for all employees, supervisors, managers, vendors, contractors, and visitors. The workplace is defined as any time or place when on School District business, at a School District sponsored event, or if the conduct has an impact on the workplace, regardless of where the conduct occurs. Prohibited actions include, but are not limited to, the following types of behaviors:

- Striking, punching, slapping, or assaulting another person
- Throwing or kicking objects
- Direct or implied threat to do harm to a person or to a property
- Threatening or intimidating communications or gestures
- Expression of a plan to hurt self/others
- Possession of a dangerous, deadly weapon (including imitation weapons) at the workplace, unless an employee has been authorized in advance
- Inappropriate behavior, statements, or actions that could reasonably be perceived as aggressive, threatening, or violent.

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

7.13.1. 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 OUSD's incident reporting email address identified in the Incident and Injury Reporting and Crisis Response Protocols 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.

7.13.2. AGENCY will provide adaptive programming to support all OUSD students needs within **reasonable accommodations**. AGENCY will provide a welcoming environment to students who are physically, racially, ethnically, linguistically, and neurologically diverse to participate in expanded learning programs. Students with Individualized Education Programs (IEPs) or Section 504 Accommodation Plans (504s) are encouraged to enroll in expanded learning, including after-school programming. OUSD will assess and provide additional support to a school site to ensure reasonable accommodations are met.

7.14. **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

7.15. **AGENCY will ensure staff is trained by an OUSD nurse to provide emergency medication** for students with conditions such as asthma (albuterol inhaler), diabetes (glucagon, baqsimi (nasal spray)), severe allergies (Epi-pen), seizures (nayzilam, valtoco (nasal spray)), and any other condition where an emergency medication is prescribed which can be administered by trained staff in an emergency. This includes Non-emergency medication: ADHD medication, Benadryl, and Tylenol.

7.15.1.1. Epi-Pen Medication Overview:

- Epinephrine is the medication used in a severe allergic reaction. Epinephrine will open the airways and increase circulation.
- Pre-measured doses of the medication are placed into auto-injectors or EpiPens.
- It is safe to give epinephrine even if there is not a reaction.
- The sooner it is given; epinephrine is more likely to reduce the chance of death.
- Students given epinephrine must go to the hospital for observation.

7.15.2. **OUSD will be responsible via a School Nurse to monitor school district medication** administration practices for compliance with established policies and procedures. This will include providing training to assigned staff in the appropriate administration of medication aligned with the school district policy and procedure, and maintain student medication records confidentiality.

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

- Administration, faculty, and staff of each school site covered by this Master Contract (Exhibit A)
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth
- Community organizations and public agencies

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

7.18. **Transportation of Students.** AGENCY will ensure student safety by ensuring a policy that requires staff to have the necessary insurance coverage under section 8.3.8 to drive students in their personal cars. In addition, AGENCY will need signed permission from the family.

- 7.19. **Loss of Standing as Qualified Organization:** Failure to ensure MOU requirements are fulfilled may result in loss of good standing as a qualified organization and/or termination of the partnership.
- 7.20. **Student Discipline & Due Process:** No student may be removed from participation in an after-school program operated by an Expanded Learning Lead Agency without due process. AGENCY must adhere to all applicable policies, procedures, and regulations governing student discipline to ensure fairness, equity, and transparency in decision-making.
- 7.20.1. **Review and Determination by OUSD Expanded Learning Office (EXLO):** In the event that a student exhibits behavioral conduct that may warrant removal from the program, the Expanded Learning AGENCY must document all incidents, interventions, and attempts to support the student prior to any determination. Before taking any action to remove a student, the AGENCY shall submit a formal incident report and request for review to the OUSD Expanded Learning Office (EXLO).
- 7.20.2. **Approval Prior to Removal:** The EXLO will conduct a comprehensive review of the reported behavioral conduct, including any mitigating circumstances, documented interventions, and student support strategies. The EXLO shall determine whether removal from the program is an appropriate and necessary action. No student shall be removed from participation unless and until the EXLO has vetted and approved such action in writing.
- 7.20.3. **Interim Measures:** While awaiting EXLO review and approval, the AGENCY may implement temporary interventions, including but not limited to, behavior contracts, additional supervision, modified participation, or referrals to support services. However, an AGENCY may not enact a unilateral removal or exclusion of a student without following the due process outlined herein.
- 7.20.4. **Notification & Appeal:** If removal is approved, the AGENCY must provide formal written notice to the student's parent/guardian, outlining the reasons for removal and any available appeal process. Appeals must be submitted in writing within 30 days to the EXLO office for reconsideration.
- 7.20.5. **Non-Discrimination & Equity:** All decisions regarding student behavior and potential removal must be made in alignment with OUSD policies on equity, inclusion, and non-discrimination. No student shall be excluded from participation in the program based on race, gender, disability status, or other protected classifications.
- 7.20.6. **Compliance & Accountability:** Failure to adhere to this process may result in corrective action against the Agency.
- 7.21. **Equipment & Supply Inventory Management:** All equipment and supplies purchased for the Expanded Learning Program (ELP) using funding from the After School Education and Safety (ASES), Expanded Learning Opportunities Program (ELOP), After School Safety and Enrichment for Teens (ASSETs), or 21st Century Community Learning Centers (21st CCLC) grants remain the sole property of the Expanded Learning Program and do not belong to the Lead Agency. Lead Agencies are prohibited from repurposing, transferring, or claiming ownership of such equipment for any use outside the scope of the Expanded Learning Program.
- 7.21.1. **Inventory & Documentation Requirements:** Lead Agencies are required to maintain an accurate, up-to-date inventory of all equipment and non-consumable supplies purchased with grant funds. The inventory shall include, at a minimum:
- Item description
 - Date of purchase
 - Cost of purchase
 - Serial number (if applicable)
 - Location of the item
 - Condition/status of the item

This inventory must be submitted to the OUSD Expanded Learning Office (EXLO) annually and made available upon request for audits or compliance reviews.

7.21.2. Use, Storage, & Maintenance: Equipment and Supplies must be used exclusively for Expanded Learning Program activities and stored securely at the designated program site(s). Lead Agencies are responsible for ensuring proper maintenance and safeguarding of all program-purchased equipment.

7.21.3. Transfer & Disposition of Equipment: If a Lead Agency discontinues its partnership with the Expanded Learning Program or ceases operations at a site, all purchased equipment and remaining non-consumable supplies must be returned to the OUSD Expanded Learning Office or transferred to a designated successor agency as determined by OUSD. The Lead Agency may not sell, repurpose, or otherwise reallocate equipment outside of these guidelines.

7.21.4. Compliance & Enforcement: Failure to comply with inventory management and equipment ownership requirements may result in financial liability, grant non-compliance, or termination of the MOU. The OUSD Expanded Learning Office reserves the right to conduct site visits, audits, and compliance checks to ensure adherence to these provisions.

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

8.1. AGENCY shall provide each Site Administrator and the OUSD Expanded Learning Office with a schedule of all after-school program field trips and/or off-site events and/or off-site activities, on a template to be provided by OUSD, 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.

8.2. All field trips and off-site events/activities must be approved in advance by OUSD; AGENCY representatives, including staff and subcontractors, may not take students off-site for events, activities, and field trips without OUSD's approval. AGENCY shall submit OUSD's Field Trip request form to the after-school site coordinator, agency director, and site administrator to seek approval. AGENCY shall comply with OUSD policy and regulations regarding Field Trips.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event prior to the trip taking place, AGENCY shall cancel the trip/activity and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event after the trip/activity has taken place, AGENCY shall immediately terminate the AGENCY staff or subcontractor organizing the trip, and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

8.3. AGENCY hereby certifies that after-school and any summer program staff and/or subcontractors will comply with OUSD board policy and regulations, and the procedures in Sections 8.3, 8.4, 8.5, and 8.6, for all field trips, off-site events and off-site activities.

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

8.3.1.1. a full description of the trip and scheduled activities

8.3.1.2. student/adult participant health information

- 8.3.2. **“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.”
- 8.3.3. After-school and summer program staff or subcontractors leading trip must have a written list of students attending the trip.
- 8.3.4. No student shall be prevented from making a trip due to lack of sufficient funds.
- 8.3.5. After school and summer program staff or subcontractors leading the trip shall have a sufficient first aid kit in their 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.
- 8.3.6. **Health Conditions/Medication:** Trip participant health information will be gathered and reviewed in advance of the trip and any needed revisions to the 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 the physician’s instructions.
- 8.3.7. **Supervision**
- 8.3.7.1. AGENCY Executive Director must review and approve the supervision plan.
- 8.3.7.2. Trip as structured is appropriate to age, grade level, and course of study.
- 8.3.7.3. 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 the 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.
- 8.3.7.4. 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.
- 8.3.7.5. 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.
- 8.3.7.6. Safety requirements have been met (e.g.: 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).

8.3.8. **Transportation Requirements:** The AGENCY after-school and summer program staff or subcontractors shall ensure compliance with all state laws and may transport by the use of AGENCY's 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 per occurrence/\$2,000,000 aggregate 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; and (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers shall receive safety and emergency instructions and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle.

8.3.9. 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.

8.3.10. Vendor is licensed to provide all proposed activities.

8.3.11. 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.)

8.4. **Additional Requirements for High Risk, Overnight, or Out of State Trips:**

8.4.1. **Definition of High-Risk Activities**

8.4.2. 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

8.4.2.1. The cost of limited OUSD student accident insurance coverage for student accidents during such activities shall be borne by OUSD.

8.4.2.2. 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.

8.4.3. 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.

8.4.4. 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 is negative shall thereafter be required to take a tuberculosis test every four years or sooner if deemed necessary by AGENCY.

8.4.5. 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 the trip to discuss trip and safety-related procedures, itinerary and questions.

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

8.4.7. **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

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

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

8.5.2. 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 ratios and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.

8.5.3. Swimming Activities

8.5.3.1. 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 the trip and a tracking system is designed to ensure they do not enter the pool or swim area.

- 8.5.3.2. Swimming facilities, including backyard pools, must be inspected by the AGENCY Executive Director and after-school program staff before the trip is scheduled.
- 8.5.3.3. 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.
- 8.5.3.4. 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.
- 8.5.3.5. 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.
- 8.5.3.6. 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.
- 8.5.3.7. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- 8.5.3.8. Staff and chaperones assigned to supervise students must wear swimsuits, know how to swim, and be at each side of the pool or swim area actively monitoring students at all times.
- 8.5.3.9. The After School Program Coordinator and/or Summer Program Coordinator may require students to wear flotation devices, depending upon their age and swimming ability.
- 8.5.3.10. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

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

- 8.6.1. 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 OUSD Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver, on a form to be provided by the OUSD to AGENCY prior to the beginning of each school year, 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
- 8.6.2. 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.

8.7. In the event that a field trip cannot proceed as planned for any reason (including but not limited to the closure of the field trip destination in response to COVID-19), AGENCY shall provide alternative programming to students (including remote programming, in the event that the school site at which AGENCY has agreed to provide programming is closed).

9. **Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASES, 21st CCLC, ASSETS, & ELO-P grant funds contracted to AGENCY by OUSD for the fiscal year 2025-2028 (EC 8482.3[f][5]). 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 communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

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

9.2. **Disputes.** AGENCY shall make all records related to ASES, 21ST CCLC, ASSETS, and ELO-P 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.

10. Invoicing

10.1. **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.

10.2. **Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASES, 21st Century Core Grant, 21st Century Direct Access, or 21st Century Family Literacy funds.

10.3. **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, to be provided by OUSD to AGENCY prior to the beginning of each school year, for regular invoice submission.

10.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered through the Expanded Learning Office's Salesforce Database. 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 C)**

10.5. **Submission of Invoices for ASES, 21st Century, and ELO-P Grants.** For services rendered related to the ASES, 21st CCLC, ASSETS, ELO-P grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASES, 21ST CCLC, ASSETS, and ELO-P grants, with a cumulative total for 2025-2028 not to exceed the amount identified in Section 6, and 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 Expanded Learning Office via Salesforce Community invoicing tool. AGENCY will also submit the required OUSD invoicing and staff qualifications form via the Salesforce Community.

11. **Ownership of Documents.** AGENCY agrees that, pursuant to California law, it shall maintain program and fiscal documentation for the ASES, 21st CCLC, ASSETS, and ELO-P 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.

12. Changes

12.1. **Agency Changes.** AGENCY may, at any time, request in writing changes to the Scope of Work. 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 request 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 an amended Scope of Work and signed by OUSD prior to AGENCY's implementation of such changes; changes that increase the proposed budget may require prior approval by the BOARD.

12.2. **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 2025 - through the - 2028 fiscal years to reflect additional changes resulting from such legislation.

13. Conduct of Consultant

13.1. **Staff Requirements.** AGENCY must comply with all Federal and State employment and labor laws. 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:

13.1.1. **Child Abuse and Neglect Reporting Act.** AGENCY will provide at its own expense Mandated Reporter training equivalent to that set forth in California Education Code section 44691(b) to all AGENCY agents 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.

13.1.2. **Tuberculosis Screening.** AGENCY agents who work with students must submit to a tuberculosis risk assessment as required by EC 49406 within the prior 60 days. If tuberculosis risk factors are identified, AGENCY agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the AGENCY agent shall obtain an x-ray of the lungs. At his/her discretion, AGENCY agent may choose to submit to the examination instead of the risk assessment.

13.1.3. **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. (EC 8483.4)

13.1.4. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff-to-student ratio (EC 8483.4) must meet the following minimum

qualifications for an instructional aide: a high school diploma or its equivalent 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.

- 13.2. **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, employees, representatives, or agents from the 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.
- 13.3. **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 G 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 a 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.
- 13.4. **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.
- 13.5. **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).
- 13.6. **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 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. AGENCY employees shall undergo training around appropriate interactions with students in child development settings.

13.7. **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 a positive school climate.

14. **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 or 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.

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

15.1. **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 / \$2,000,000 aggregate.

15.2. An ACORD Sheet for Professional Liability or Corporal Punishment insurance: It should have minimum policy limits of \$1MM per occurrence and \$2MM aggregate;

15.3. Either one of these two types of coverage are acceptable - It should be on an ACORD Sheet: A) Improper Sexual Conduct & Physical Abuse Liability or B) Sexual Abuse & Molestation. It should have minimum policy limits of \$1MM per occurrence and \$2MM aggregate minimum

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

15.5. **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 ensured 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 commences under this Master Contract. If at any time said policies of insurance lapse or become canceled, OUSD may immediately terminate this agreement. 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 D). OUSD has the rights to update the insurance requirements and AGENCY must comply with the updated requirements. Failure to comply will result in the termination of contract.

16. **Legal Notices.** All legal notices provided for under this MOU shall be sent via email to the email address set forth below, or personally delivered during normal business hours, or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY at the address set forth below.

OUSD

Name: General Counsel
Site/Dept: OUSD Legal Department
Address: 1011 Union Street, Site 946
City, ST Zip: Oakland, CA 94607
Phone: 510-879-5060
Email: OUSDLegal@ousd.org

AGENCY

Name: David Becerra
Title: Program Director
Address: 211 Ebbetts Pass Road
City, ST Zip: Vallejo, CA 94589
Phone: 510-500-5402
Email: david@lovelearnsuccess.org

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

17. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
18. **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.
19. **Program Books and Supplies.** Supplies can be purchased by OUSD and by the Lead Agency. A Lead Agency cannot exceed \$4,500 in supply purchases. Supplies to be used in both the school day and after-school program must be jointly funded, with a maximum of 50% applied to ASES/21st/ELOP/ASSETS. All supplies purchased with grant funding remain the property of OUSD and must remain at the site (see section 7.21).
20. **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/>

Exhibit A
 Schools Sites Supported Under this Agreement and Annual Grant Amounts
 After School Programs (Not Summer School)

After-School Sites:

School Site Name:	Projected After-School Enrollment Numbers:	Projected Total Annual Grant:
Melrose Leadership Academy	325	\$818,483.80
	Total:	\$818,483.80

Exhibit B

Blank Template of PPT and Budget Tool

INSERT HERE



25-26 OUSD Expanded Learning Programs - Program Planning Tool (PPT)

2025-2026 ELEMENTARY/MIDDLE & HIGH

Program Planning Tool Table of Contents			
Section		Purpose	Suggested Lead (Principal, Site Coordinator, Agency Director)
	School Site Information	Outlines vital programmatic info, including services, funding sources, and critical stakeholders.	Agency Director
	Program - Dates/Min Days	Identify program closure days for PD and clarify the minimum days for the school year.	Agency Director
	Program - Operations (attendance/staffing)	Outlines the attendance and enrollment goals for the program.	Agency Director
	Program Operations (Offering and Schedule, Sub-Contractors)	Description of program schedule and program offerings, including any subcontractors or community-based programs the after-school program will host.	Site Coordinator & Site Principal
	Program Model and Enrollment Process	Identifies program model and offerings, including intersession. It also includes an enrollment process and timeline.	Site Coordinator & Site Principal
	Inclusion	Describes State/Federal/OUSD's requirements for supporting all students.	Site Coordinator & Site Principal
	Program Components	Includes CDE-required program components and how the program will meet these (<i>educational and literacy component, educational enrichment, physical activity, social-emotional learning, family engagement, and universal design</i>).	Agency Director & Site Principal
	*Educational/Literacy		Agency Director & Site Principal
	*Social Emotional		Agency Director & Site Principal
	*Enrichment		Agency Director & Site Principal
	*Physical Activity		Agency Director & Site Principal
	*Family Engagement		Agency Director & Site Principal
	Continuous Quality Improvement		
	Facilities	Outlines which parts of the campus the Expanded Learning program will utilize, including UED programming.	Agency Director & Site Coordinator
	Campus Safety & Access	Includes safety agreements between the Lead Agency and the School Site, including a link to the safety plan	Agency Director & Site Principal
* Community School Managers and Quality Supports Coaches should be a part of the planning process.			

SECTION 1: SCHOOL SITE AND AFTER-SCHOOL PROGRAM INFORMATION

School Site Information						
School Site Name:				Tk Only Site		
		School Type:		0 Elementary (TK-5)		
				0 Elementary/Middle (TK-8)		
				0 Middle (6-8)		
Expanded Learning Lead Agency:				0 High School (9-12)		
				0 Alternative High School		
				0 Continuation High School		
				0 Comprehensive High School		
				Please indicate which funding source(s) is allocated to your site:		
After-School Funding Source:				0 ASES		
				0 21st CCLC		
				0 ASSETS		
				0 Expanded Learning Opportunity Program (ELO-P)		
				0 Oakland Fund for Children and Youth (OFCY)		
				0 Program Fees		
				* Complete program budget is located in the site's Quip program folder		
Program Model		Before School	0	After-School	0	Intersession 0
CDS Code: <i>(This is a 14-digit code, search here)</i>						
Principal Name:			Principal Signature and date:			
Lead Agency Signatory Name:			Lead Agency Signature and date:			
Executive Director, Community Schools & Student Services:	Andrea Bustamante		Executive Director, CSSS Signature and date:			

SECTION 2: PROGRAM OPERATIONS

PROGRAM DATES, MINIMUM DAYS & SCHEDULE
To be compliant with California Department of Education (CDE) grant requirements, the after-school program must commence immediately upon the conclusion of the regular day, operate a minimum of 15 hours/week, and be open until at least 6:00 pm on every school day for elementary and middle schools (EC 8483). Programs are required to operate all 180 days of the school year. Programs must begin to operate on the first day of school and run until the last day of school.
Program Operations for the 2025-2026 school year. First Day: August 11, 2025 Last Day: May 28, 2026.
2025 UPDATED ED CODE:

Per CDE Education Code Section 8483.7(c) allows programs to close for a **maximum of 3 days during a calendar year (not a school year)** for staff development. Families and school site personnel must be notified of these program closure dates in advance, and the lead agency must maintain and upload documentation of professional development activities offered on these dates, including training agendas and staff sign-in sheets. **This should be uploaded no later than 5 business days after the closure day.**

Identify the three days (if any) your program plans to close this year for PD. The program must be open all other days of the school year. (Updates for any date changes are due September 2025).

1st:		2nd:		3rd:	
------	--	------	--	------	--

ATTENDANCE, STAFFING, OUTREACH, AND RECRUITMENT

All programs serving students TK through 6th grade must be accessible to all students who need it. All programs are required to meet their ASES and/or 21CCLC ADA or risk grant reductions in the following school year. Accordingly, it is important for site teams to work collaboratively with the lead agency to identify outreach strategies to eliminate waitlists.

*Sites utilizing **ELO-Program funds must OFFER comprehensive after-school and intersessional Expanded Learning Opportunities to ALL unduplicated pupils** in Transitional Kindergarten/Kindergarten through sixth grade (TK/K–6) classroom-based instructional programs starting in 2025–26. California Education Code (EC) Section 46120(a)(1).

*ELO-Program must **prioritize enrollment for all unduplicated pupils.**

*Pupils that are **foster, unhoused, ELL and/or qualify for free and reduced-price meals cannot be charged fees.**

Enrollment Estimation: 25 - 26 (for the site's combined funding) (ASES, 21CCLC, and ELOP)	Average Daily Attendance: CDE ADA Target (ASES, 21CCLC, ASSETs)
---	---

Staffing Estimations:
Review enrollment projections for the 2025-26 school year to identify staffing requirements. All staff should be reflected in the [Quip Budget](#) - [Allowable Expenses Crosswalk](#)

Grade Levels Served and [Enrollment Estimations](#) (Site-Based School Day Enrollment Data)

Grade Level	TK/K 10:1 Student/Staff Ratio	1st - 5th Grade 20:1 Student/Staff Ratio	6th-8th Grade 20:1 Student/Staff Ratio	9th-12th Grade 20:1 Student/Staff Ratio
Enrollment Estimation				
Staffing Targets Based on the projected enrollment numbers				
Teachers on ET (not UED/QSC) or OUSD STAFF OT				

PROGRAM OFFERING, SAMPLE SCHEDULE, AND COMMUNITY-BASED PARTNERS (SUB-CONTRACTORS)

0 The **"Program Schedule"** has been completed and uploaded into the deliverables folder.

0	Insert Link Here: {Ensure it is uploaded in your deliverable folder}		
	The program schedule should include: <ul style="list-style-type: none"> a. Before care b. Class/Activity title, i.e., African Dance, Yoga - be specific c. Day and time program is being offered 		
	Use the attached template to describe program components, then link them to this document. Use the drop-box option (a) CDE--academic, enrichment, physical activity to indicate the component your offering fits under.		
	<i>*In the fall, sites are required to resubmit updated program schedules. This schedule should be clearly aligned with the supports identified in section 4.</i>		
Please list any community-based organizations/sub-contractors the site will partner with in the 2025-26 school year . All Subcontractors should also be in the site's Quip Budget - Allowable Expenses Crosswalk			
Organization Name: <i>Example: Jane's Cooking</i>	Estimated Contract Amount	Who will manage the services: <i>School Site - Lead Agency</i>	Who is paying the subcontractor? (Lead Agency/School/ExLO)

SECTION 3: ENROLLMENT

ENROLLMENT PROCESS TO SERVE ALL STUDENTS	
ENROLLMENT PROCESS & TIMELINE	
Please use this template as an example.	
Upload Instructions:	
Please upload to your Program Plan Deliverables Folder. Please name your file in this format: SchoolName_EnrollmentTimeline.	
Please check the box below after completing the above instructions	
	The enrollment timeline has been uploaded to Google Drive Deliverables Program Plan folder.
Insert Link to Enrollment Timeline: _____	

SECTION 4: INCLUSION

INCLUSION - SUPPORTING ALL OUSD STUDENTS	
*Please check all the boxes to demonstrate awareness and implementation of mandatory expectations.	
Who can receive the Golden Ticket?	
Per federal statute, California Education Code, and Oakland Unified School District policy, any students identified by the OUSD Transitional Student and Family Unit can receive a <i>Golden Ticket</i> . Golden ticket students	

get priority access into the after-school program. If a student/family indicates they have a Golden Ticket, the correct response is to enroll and admit them immediately. If you have any concerns regarding their status, reach out to your Expanded Learning Program Manager. Transitional students are by definition:
- Any OUSD student who is a homeless youth, as defined by the federal <i>*McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 1143a)</i> , who is in foster care, or is designated as an unaccompanied minor.
- Any OUSD student who identifies as a newcomer, refugee or as an asylee. <i>*Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)</i>
- Establishes the definition of homeless used by schools
- Ensures that children and youth experiencing homelessness have immediate and equal access to public education
- Provides for educational access, stability, and support to promote school success
- Needed to address the unique barriers faced by many homeless students
- OUSD's ExLO will also distribute Golden Tickets to students under special circumstances (Example: Emergency Transfers)
0 The expanded learning lead agency is aware of and will implement the OUSD Golden Ticket Policy.
Reasonable Accommodations Handout. Expanded Learning Inclusion Policy
Oakland School Board passed Resolution No. 2021-0159 in June 2021: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities.

SECTION 5: PROGRAM COMPONENTS

PROGRAM COMPONENTS (The descriptions below should reflect the site's specific needs)

[CDE](#) requires that programs must provide a safe environment and include an **educational component** that provides tutoring and/or homework assistance; and an **educational enrichment** component, which may include, but is not limited to STEAM, recreation, prevention, and other Social Emotional Learning (SEL) activities (EC Section 8482.6); and provide opportunities for **physical activity**. (EC Section 8483.3[c][7]) The description below should reflect site-specific needs.

1) EDUCATIONAL COMPONENT

OUSD requires that part of your Educational Component focuses on Literacy and includes academic support in the core subject (language arts, math, history/social science, etc). Make sure to include how district literacy practices will be integrated.

- (i) Describe how the expanded learning program will provide the educational & literacy component.
- (ii) How are students building academic skills?
- (iii) How does the program align/supplement the school day priorities and curriculum?

Respond Below:

2) How is social-emotional academic development being integrated? (Include specific strategies for creating a safe & supportive environment through encouragement and actively engaged learning.) (i.e., collaborative skills, self-management, responsible decision-making, etc.)

Respond Below:

3) Enrichment Component that offers students engaging activities in various areas (fine arts, career technical

education, presentation, etc.)

How does the expanded learning program choose which educational enrichment activities are offered? *(Include specific strategies designed to foster [skill-building youth voice and leadership, and diversity, access and equity.](#))*

Respond Below:

4) Physical Activity is an activity other than recess that is structured and supervised with a warm-up, structured physical activities, and a cool down. (This should happen for all students in the program.)

CDE expects **Elementary** programs to offer 30-60 minutes of developmentally appropriate, **daily physical activity** (to help meet CDE recommendation of 30-60 daily minutes of moderate to vigorous physical activity for youth). **This is not 'free play' or recess.** (We understand Middle and High will vary based on sports programs and scheduling. Programs should provide a physical component to non athletes.)

Please explain how the expanded learning program will address physical activity in your program, including type, frequency, and target population. All students should have the opportunity for physical activity).

- Plan and evaluate (review fitness test results, track minutes, etc.)
- Include a variety of activities throughout the year

Describe how the expanded learning program will provide [structured physical activity](#) for all participants. *(Include specific strategies to promote [healthy choices and behaviors.](#))*

Respond Below:

5) Family Engagement that may include literacy activities and other educational services that engage adult family members of students.

Describe how the expanded learning program provides opportunities to promote literacy and/or other educational services to adult family members of students?

Respond Below:

SECTION 6: CONTINUOUS QUALITY IMPROVEMENT

SECTION 6: CONTINUOUS QUALITY IMPROVEMENT (Alignment with CDE)

This cycle of improvement revolves around twelve critical standards—the [Quality Standards for Expanded Learning in California](#)—which were developed in partnership between the California Department of Education’s (CDE) After School Division and the California Afterschool Network (CAN) Quality Committee.

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

Resources:

[Definitions: CDE Quality Standards](#)

[Unpacked: CDE Quality Standards & CQI Spectrum](#)

[Unpacked: CDE Quality Standards & CQI Spectrum](#)

0 [California Department of Education Quality Standards have been entered into the Google Form.](#)

Identify a Point of Service Standard you want to work on next year based on your data from Public Profit and set a goal for your program.

Evaluation Data Point:
Point of Service Quality Standard:
Goal:

SECTION 7: FACILITIES

SECTION 8: Facilities			
(a)	Plan with the school site administrator which rooms and outside spaces the expanded learning program will use Monday - Friday from the start of the program to 6 pm. Make sure to include bathrooms and snack areas.		
(b)	Lead Agency Director, will go into the Facilitron website to complete facilities usage requests no later than May 16, 2025 . Visit the Facilitron website at: www.facilitron.com/dashboard/login		
	*NOTE: If using the school kitchen during the program, there needs to be an additional approved Facilitron request . A Nutritional Services (NS) staff member must supervise the proper use of the kitchen equipment and clean up afterward. Program using the kitchen will need to pay for the NS staff member's time during the kitchen use, similar to custodian services. The staff's hourly rate will determine the rate of pay.		
0	Lead Agency has reserved all facilities in Facilitron.	Date Entered into Facilitron	
Indoors (specify # of rooms) <i>i.e. 10 classrooms / 160 students</i>		Common spaces (specify space names) <i>i.e. Cafeteria, library, gym, large play yard, etc</i>	
# of classrooms	# of Students	Hours to be used	Which common spaces will your program use?

SECTION 8: CAMPUS SAFETY AND ACCESS

Section 8: Campus Safety and Access	
Please collaborate with the school's administration team to come up with agreements around campus safety and facility entrances. Add a link to the OUSD protocol. OUSD School Administrator Guidance to Police-Free Response Protocol	
Which entrances and exits will be open during the transition to afterschool?	
Once the transition has occurred, how can teachers or parents access the campus to leave or pick up students?	
In case of a lockdown or a secure school, does the site coordinator have access to keys they need to safely carry this out? What other adults on campus after school who should calibrate with afterschool for safety?	
Stay Away Orders The site principal will ensure communication between school day and	

after school regarding stay away orders. What is the process for the principal to inform the expanded learning site coordinator when a stay away order is implemented?	
Add a link to your 2025-2026 safety plan.	
Indicate all actions that will occur to ensure after-school program safety and alignment with school day procedures for emergency preparedness and emergency response:	
0	The Site Administrator and ExLO Site Coordinator will meet at beginning of the school year to update the Expanded Learning Safety Plan collaboratively.
0	The school site will share the Comprehensive School Site Safety Plan with the site coordinator.
0	School day and expanded learning programs will coordinate emergency drill schedules & procedures (ie. earthquake, fire, and lockdown drills).
0	Expanded learning staff will participate in site-level faculty safety trainings.
0	School will provide expanded learning staff with access to disaster supplies and other resources in case there is an emergency after school.
0	Site Administrator and ExLO Site Coordinator will meet regularly to review expanded learning incidences and update safety plans as needed.
0	The completed Expanded Learning 2026-2027 Safety Plan will be submitted to the Expanded Learning Programs Office by 10/1/25.
2. List the training and resources the school will provide to after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response. <i>How will you ensure staff is trained for emergencies? What are the onsite communication protocols and expectations?</i>	
0	The principal and site coordinator have reviewed the OUSD Expanded Learning Emergency/Crisis 1st Level Response Notification Protocol and understand expectations regarding communication and incident reporting when an issue involving after-school safety
0	Expanded learning coordinator will have access to facility keys to ensure safety for after-school programs. Should a lockdown or a secure school is needed. The expanded learning Program will have access to facility keys for all areas where expanded learning programming occurs?
Culture Keeper	
0	The school site will utilize expanded learning and/or school day funds to pay Extra-time/Over-time (ET/OT) for an ExLO Culture Keeper.
0	The school site does not need a Culture Keeper,

5825	Site Coordinator (list here if CBO staff)		0	0													
5825	Academic Instructors (List each staff																
5825	Enrichment Facilitators (List each staff																
5825	Subcontractors (please list each specific		0														
5825	STEM instructors_ (number of hours x																
5825	College/career readiness facilitator																
5825	Other Staff (number of hours x		0														
5825	Family Liaison (recommended for 21st																
5825	Mental Health consultant (optional)		0														
5825	Staff time to participate in Professional																
5825	TK Instructor																
5825	Total services		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	Lead Agency admin (5% max of total contracted \$ - 10% for ELOP)		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
--	--	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------

	Subtotals DIRECT SERVICE	####	3,797.25	0.00	####	0.00	0.00	###	0.00	0.00	###	0.00	0.00	0.00	0.00	0.00	0.00
	Subtotals Admin/Indirect	####	0.00	0.00	####	0.00	0.00	###	0.00	0.00	###	0.00	0.00				0.00

	Total budgeted per column		3,797.25	0.00		0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00
	Total BUDGETED	0	3,797.25	0	0.00	0	0.00	0	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	BALANCE remaining to allocate		-3,797.25		0.00		0.00		0.00		0.00		0.00		0.00		0.00
	TOTAL GRANT AWARD/ALLOCATION		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00

ASES
MATCH
REQUIREM
ENT:
ASES requires a 3:1 match for every grant award
Total Match amount required for this grant: 0.00

Facilities count toward 25% of this match requirement:	0.00
Remaining match amount required:	0.00
Match should be met by combined OFCY funds,	0.00
Total Match amount left to meet:	0.00

Required Signatures for Budget Approval:

Principal:

Date:

Lead

Date:

Exhibit C (1)



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

PROCEDURE FOR INVOICING & ATTENDANCE
Oakland Unified School District
Comprehensive After School Programs

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

All ELO-P, 21st Century and/or ASES attendances and invoices must be submitted via the OUSD/Expanded Learning Salesforce Community.

- ◆ All attendance must be entered into Aeries Student Information System, and all copies of sign-in/sign-out sheets must be uploaded into the site's deliverable Google folder by the 10th of every month. Attendance sign-in must comply with OUSD and CDE's protocols.
- ◆ A detailed breakdown of charges must be provided, including the number of hours worked and the hourly rate. All subcontractors' payments and purchases under \$500/per item must be reflected in the corresponding invoice. Receipts for purchases made with expanded learning funds must be attached to the invoice to support any expenses reflected on the invoice. Bus itinerary and reservation documentation must be attached for all field trip expenditures **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, and should be entered by the 10th of every month.
- ◆ Contractor, Agency, Site Coordinator, and Principal signatures will be collected through the Salesforce Community Database and DocuSign. All of these signatures must be signed by the intended individual.
- ◆ **Invoices should be accompanied by one Invoicing and Staff Qualifications form per school site.**

If there are any questions regarding the invoicing process, please contact the expanded learning program manager.



PROCEDURES for PAID INSERVICE/EXTENDED CONTRACTS and TIME SHEETS OUSD CERTIFICATED TEACHERS

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

Paying OUSD Certificated Employees (Teachers)

- ◆ Extended Contract teachers should submit a “Request for Extended Contract” form to After School Programs Office IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign 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 ELO-P, 21st Century and/or ASES Extended Contracts and Time Sheets must be submitted via email to the OUSD After School Programs Office in order to be processed and paid.
- ◆ **Union Contract rate for teachers on extended contracts is \$47.50/hr.**
- ◆ Once the Extended Contract has been submitted and approved, only timesheets are required to be submitted for subsequent payments.
- ◆ Timesheets should be submitted to the After School Programs Office no later than the last working day of any month for payment at the end of the following month.

If there are any questions regarding these documents or procedures, please contact the Expanded Learning Office at expandedlearning@ousd.org.

Exhibit C (3)



**PROCEDURES for EXTENDED TIME and/or OVERTIME FORMS (ET/OT)
for OUSD CLASSIFIED EMPLOYEES**

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

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

- ◆ Complete Informed K-12 OUSD ET/OT Form
- ◆ All Custodial ET/OT forms must be submitted to Custodial Services at 900 High Street.
- ◆ All Culture Keeper ET/OT forms must be submitted electronically to Culture Keeper Coordinator
- ◆ Any other ET/OT forms for 21st Century and ASES classified staff must be routed to school Principal, who should then route to After School Program Office. ET/OT forms must be delivered to the After School Programs Office no later than each classified payday for payment on the following payday.
- ◆ *Rate varies depending on the employee's hourly rate*

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

Exhibit D

Certificates of Insurance and Additional Insured Endorsement

INSERT HERE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
05/12/2025

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 Diablo Valley Insurance Agency, Inc. 185 Lennon Lane, Suite 200 Walnut Creek, CA 94598 License #: 0C26181	CONTACT NAME: Ivan Mendez PHONE (A/C, No. Ext): (925)210-1717 E-MAIL ADDRESS: ivan@diablovalleyinsurance.com	FAX (A/C, No): (925)210-1818	
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Love Learn Success, Inc 211 Ebbetts Pass Rd Vallejo, CA 94589	INSURER A : NIAC		NIAC
	INSURER B : Nonprofits' Ins Alliance of Ca		NIAC
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES **CERTIFICATE NUMBER: 00003866-0** **REVISION NUMBER: 32**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
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 checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		2024-49676	11/21/2024	11/21/2025	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS NON-OWNED AUTOS ONLY			2024-49676	11/21/2024	11/21/2025	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 type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$ 0			2024-49676-UMB	11/21/2024	11/21/2025	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
	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	N/A				<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Imp Sexual Conduct			2024-49676	11/21/2024	11/21/2025	Physical Abuse \$ 3,000,000
B	Professional			2023-49676	11/21/2023	11/21/2024	Aggregate \$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The certificate holder named below is added as an additional insured under the General Liability Policy but only as their interest may appear as respects to the above named insured's use of premises per attached blanket forms.

CERTIFICATE HOLDER OAKLAND UNIFIED SCHOOL DISTRICT ATTN: RISK MANAGEMENT 1011 Union Street Site 987 OAKLAND, CA 94607	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE  (IPM)
--	--

POLICY NUMBER: 2024-49676
Named Insured: Love Learn Success

COMMERCIAL GENERAL LIABILITY
CG 20 26 12 19

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Oakland Unified School District Att: Risk Management 1011 Union St, Site 987 Oakland CA 94607

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B.** With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

Exhibit E

Statement of Qualifications

INSERT HERE



May 8, 2025

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to express our interest in continuing to serve as an Expanded Learning Program Lead Agency for the Oakland Unified School District. This application will demonstrate our capacity to successfully serve as an Expanded Learning Program Lead Agency. Love. Learn. Success. is willing and able to perform the commitment contained in this application. As a strong Expanded Learning Program provider, we are excited to continue our success and service to OUSD school communities. Our skills, tools and program models that we have developed over the past 12 years have proven successful and effective. We look forward to continuing the work we have begun to support our school communities.

We appreciate the opportunity to continue our partnership with Oakland Unified School District and the Expanded Learning Programs Office. This partnership will continue to allow students to truly develop a love for lifelong learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 600-3412
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



Exhibit F

Agency Letter

INSERT HERE



May 8, 2025

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to verify that all Love. Learn. Success. employees, volunteers and agents working in OUSD after school and summer programs will have fingerprint clearance through the Department of Justice and FBI. ATI numbers for LLS employees will be included with all invoices, In addition, all Love. Learn. Success. employees, volunteers and agents working in OUSD after school and summer programs will also have TB clearance before they begin work on OUSD school sites for the 2025-2026 Academic School year. They will also receive annual Mandated Reporting training. Any and all of these verifications can be provided as requested.

We are excited to serve as a lead agency and appreciate the opportunity to continue this partnership with the Oakland Unified School District. This partnership will allow Oakland students to truly develop a love for lifelong learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Ngo", is written over a horizontal line.

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 910-9070
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



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

As set forth in Paragraph 13.3 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 Master Contract 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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal #24-148ExLO

**EXPANDED LEARNING LEAD AGENCY
FOR EXPANDED LEARNING OFFICES**

**OAKLAND UNIFIED SCHOOL DISTRICT
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601**

**email: procurement@ousd.org
phone: (510) 879-2990**

**Proposals Due:
July 12, 2024**

THE TERMS AND CONDITIONS OF THIS SOLICITATION ARE GOVERNED BY
THE APPLICABLE STATE AND FEDERAL LAWS.

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B. Schedule of Events

Event	Date	Info
RFP 2024 Announcement	June 6, 2024	
RFP Digital Application Released	June 7, 2024	Link on Procurement Website
RFP Pre-Conference Q & A (Virtual)	June 25, 2024 at 2:00 p.m. pst	Zoom link on Procurement Website
Deadline for Questions	June 28, 2024	
RFP Submission Due Date	July 12, 2024	
Lead Agency Status Notifications	September 6, 2024	
School Site/Lead Agency Confirmation of Partnership	November 29, 2024	
OUSD MOU Approval Season	May - June 2025	
Lead Agency Service Contract	July 1, 2025 - June 30, 2028	

OUSD will use every effort to adhere to the schedule. However, OUSD reserves the right to amend the schedule, as it deems necessary.

The District reserves the right to amend or cancel this proposal at any time.

Proposers are responsible for viewing any new changes related to this proposal online at <https://www.ousd.org/bidopportunities>.

If a proposer desires any clarification or questions of any kind regarding this solicitation, the proposer must make a written request and should be addressed via email to:

Francisco Flores, Procurement Analyst
francisco.flores@ousd.org

NOTE: Contacting Board members and/or any District staff other than the procurement analyst who is outlined above, may disqualify the proposer from the selection process.

What is an RFP? An RFP (Request for Proposals) is a proposal based selection process, in accordance with Public Contracts Code section 20111.5. It is a request by OUSD Expanded Learning Office for non-profit organizations to submit their proposals to be considered an OUSD-approved primary contractor/expanded learning program provider for district school-site based comprehensive expanded learning program services, after which OUSD will determine which providers are qualified based on that determination.

What is a Pre-Conference Q & A? A pre-conference Q & A is an opportunity to ask members of the selection team any questions you may have, and/or clear up any confusion regarding project details/scope of work that is in the RFP. This is an *Optional Online Meeting*.

C. Introduction and Overview

The mission statement of OUSD's Office of Expanded Learning states: *In community, we cultivate transformative experiences for youth on their journey as they become thriving, productive leaders.*

The Oakland Unified School District (OUSD) Department of Expanded Learning invites interested nonprofit organizations to respond with their proposals to serve as an Expanded Learning Program Provider in designing, planning, administering, and operating effective, high-quality comprehensive expanded learning programs. Eligible providers will be committed to support OUSD's strategic plan to ensure strong readers by the third grade, support empowered graduates, create joyful schools, and grow a diverse and stable staff. In addition, eligible providers must also support citywide goals.

Lead Agency partners will invest in providing expanded learning supplemental programs that complement the regular school day program and support the OUSD priorities for student achievement, health, and well-being. Oakland Unified School District's (OUSD) mission is to build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers daily. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults. Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO) to provide comprehensive programming that supports the entire school community.

Through the RFP process, OUSD seeks organizations who demonstrate the capacity to be adaptive, make necessary shifts, and be able to work within the established OUSD model of school and community partnerships through various funding sources' parameters.

Organizations must be fiscally sound with the capacity to leverage other resources to provide students with high quality expanded learning programming: after-school and summer youth development experiences that complement and support school district and city priorities for student success and well-being.

Community organizations that serve as a Lead Agency are an integral part of our OUSD Full Service Community Schools and make an impactful contribution toward strengthening student outcomes.

Term of the List of Qualified Agencies

This Request for Proposals (RFP) for Expanded Learning & Summer Program Lead Agency will result in a list of OUSD vetted lead agencies with which OUSD will enter three-year master contracts. From the list of contracted agencies, school site administrators may select an OUSD approved expanded learning program provider. An organization being placed on the approved lead agency list and entering a master contract with OUSD does not guarantee an assignment at an OUSD school site.

The selection of the expanded learnings & summer program Lead Agency is at the discretion of the school site administrator (Principal). School site administrators will select a Lead Agency from the list of approved after-school providers by assessing the quality/capacity of the current expanded learning program, identifying program goals, and considering any other factors relevant to the school site. Yearly program plans are created through a collaborative partnership between the Lead Agency and school site administrators to ensure both parties are meeting overall program expectations.

Once selected to serve at a given school, a lead agency will be contracted to serve that school site for three years, subject to continuing annual approval of the school site administrator and District.

Overview of OUSD Expanded Learning Programs

OUSD Expanded Learning Programs strive to create and sustain "safe haven" environments where Oakland children and youth can access expanded learning opportunities and integrated education, health, cultural, and enrichment programs outside of school hours or the regular school year. OUSD Expanded Learning Programs operate in all elementary, middle, and high schools across the city of Oakland.

When programming is conducted in-person, over 15,000 students across 80+ schools participate in OUSD expanded learning programs that operate Monday - Friday until 6:00 pm. Students who participate in expanded learning programs every day receive an additional 540 hours of learning by the end of the school year, equivalent to 90 additional days of school. In these valuable after-school hours, students engage in youth development activities that foster their physical health, social-emotional learning/well-being, and support their academic

achievement in school. In order to meet these goals, the quality and success of the District’s expanded learning programs is critical.

These expanded learning and summer programs are aligned with efforts in Oakland to improve young people’s educational outcomes, including Oakland’s investment in the Kids First! Legislative initiative goal to “Help Children and Youth Succeed in School and Graduate High School” and the Oakland Unified School District’s Full Service Community Schools initiative that seeks to provide health, education, and social services to youth, their families and the community.

OUSD expanded learning and summer programs offer critical support to schools, students, and their families. In addition to providing children and youth with sanctuary, quality expanded learning programs to support students academically and socially, OUSD expanded learning programs serve a large proportion of youth who typically benefit from additional learning support, including students from low-income households (81%) and English Learners (31%). Additionally, approximately 23% of OUSD after-school participants are African American and 46% are Latino.

OUSD seeks community partners whose organization mission and vision closely align and support the District’s strategic plan and vision for Full Service Community Schools.

High quality expanded learning programs must satisfy the various grant funding requirements— detailed further below and in the MOU—and provide additional opportunities for youth to practice the academic and social skills they need to succeed. OUSD expanded learning programs provide youth with a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, expanded learning providers work collaboratively with school partners to develop a balance of activities that meet the unique interests and needs of the student population and support the goals and priorities of the school community for student achievement and well-being. Below are examples of the mix of after-school activities offered in OUSD Expanded Learning Programs.

SAMPLE AFTER-SCHOOL ACTIVITIES BY CATEGORY

CATEGORY	ACTIVITIES
Academic Support	Academic Enrichment Learning, Tutoring, Expanded Library Services, Supplementary Education Services, Homework Support, Credit Recovery, Reading & Literacy, Math, Science
Recreation/ Physical Activity / Organized Sports	Cooperative Games, Dance, Martial Arts, Yoga, Intramural Sports, Sports Leagues, Mindfulness

Enrichment	Arts and Cultural Activities, Health and Nutrition Education, Substance Abuse & Drug Prevention, Violence Prevention, Counseling & Character Education
College and Career	Career & Job Training, Entrepreneurial Education, Technology/Telecommunications Training, Community Service & Service Learning, Internships and Apprenticeships
Leadership Development	Peer Mentoring, Peer Tutoring, Youth-Led Community Service
Science Technology Engineering & Math	Gardening, Coding, Robotics, Making, Forensics, Cooking
Outdoor Education	Community Mapping, Hiking, Backcountry Camping, Kayaking, Bicycling

D. Funding

OUSD Expanded Learning Programs are currently primarily funded through grants from the California Department of Education (CDE). CDE provides funds to school districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youth during non-school hours. The base grants that CDE awards to OUSD for after-school programs represent four (4) funding sources:

- After-School Education & Safety (ASES) for elementary, middle, and K-8 schools are state funds. ASES grants are three-year renewable funding sources.
- 21st Century Community Learning Center (21st CCLC) grants for elementary, middle, and K-8 schools are federal funds. 21st CCLC grants are awarded based on a highly competitive application process, and last for five years.
- 21st Century After-School Safety and Enrichment for Teens (ASSETS) grants for high schools are federal funds. 21st Century ASSETS grants are awarded based on a highly competitive application process, and last for five years.
- Expanded Learning Opportunities - Program (ELO-P) funding is a universal grant that supports all TK - 6th Grade OUSD's unduplicated students' access to free expanded learning opportunities.

OUSD directly applies for these grant funds from the California Department of

Education, and grant funds are received and managed by the school district. OUSD contracts a portion of grant funds to Lead Agencies to operate expanded learning programs in close partnership with schools.

Additionally, Lead Agency partners leverage other funding and resources to support high quality programs, including private grant dollars, AmeriCorps grants, volunteers, and other in-kind resources. Leveraging additional resources on behalf of the expanded learning programs is an essential function of the Lead Agency partner because of the reality that state and federal expanded learning grant dollars alone are often inadequate to run a high-quality program. ELO-P, ASES, and 21st Century grant dollars are currently awarded at a rate of:

- ASES: \$10.18/student/day for TK-8th Grade students
- 21st Century: \$10.18/student/day for TK-8th Grade students
- 21st Century ASSETS: \$10.10/student/day for high school students
- ELO-P: \$15/student/day for TK-6th Grade students

Other considerations for the allocations of funds

- OUSD elementary and middle school ASES grants can only be used to provide expanded learning programming daily (180 days) immediately after the school day and facilitate programming for at least 15 hours a week until at least 6:00 pm.
- OUSD High School ASSETS base grants can be used to operate programs before school, after school, weekends and during summer/intersession in accordance with grant guidelines.
- Some sites may also receive 21st Century related grants including Supplemental funding (to support summer programming).
- ASES and 21st CCLC grant funds are intended to complement, but not supplant, other funding provided by OUSD, school sites, or community partners.
- ASES and 21st CCLC Grant funds are inadequate to cover the true cost of running a high quality expanded learning program. OUSD and its Lead Agency community partners are committed to leveraging additional funding and resources to match grants provided by the California Department of Education.
- ASES/21st Century grants are attendance-based grants.
- ELO-P funding must be used to provide expanded learning opportunities during out-of-school time; before school, after-school, summer/intersession at no cost to unduplicated students.

Sites that fail to meet calculated attendance will trigger California Department of Education intervention and funding levels may be reduced. Sites must earn 85% of attendance to be in good standing for full funding. Failure to achieve attendance targets may result in a Lead Agency being removed from the OUSD approved list of Lead Agencies.

E. OUSD Expanded Learning / Program Operation

In Oakland, approved lead agencies must be equipped and have organizational infrastructure to provide synchronous and asynchronous programming at the discretion of OUSD, as reflected in the MOUs.

In the spirit of OUSD's Full Service Community Schools vision, our approved expanded learning organizations partners work closely with schools and their principals to develop specific programmatic goals to provide holistic support and equitable learning opportunities for all students. As school-day teachers focus on providing high quality instruction in the classroom, expanded learning programs provide high quality enrichment, physical, academic, and SEL opportunities to students during the after school and non-school days when youth are most vulnerable to crime, violence, and risky behavior.

Expanded Learning Lead Agencies are expected to offer programming to all students in TK - 12th grade reflected of the school site's specific grant requirement.

F. Base-line Expanded Learning Program Requirements

The goal of the expanded learning program is to support student success in school through academic support, social emotional development and educational enrichment. The school site administrator, working in partnership with the Expanded Learning Lead Agency, is an integral part of developing the expanded learning program components that are appropriate to support his/her school site goals articulated in the School Site Plan. All Lead Agencies are selected by Principals to collaborate on the development and implementation of the expanded learning program in compliance with State and Federal guidelines, and District requirements.

OUSD's Expanded Learning Office goals align with grant requirements which aim to provide a comprehensive expanded learning program during the school year and/or summer program which consists of a balance of academic and enrichment activities, including daily physical activity components. The funds cannot be used to supplant school day activities.

An expanded learning program must include the following:

- To satisfy **ASES Funding**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component and,
 - Daily physical activity/recreation component and,

- Serve a minimum 83 elementary and 111 middle school students daily and, free to all unduplicated students
- To satisfy **21st CCLC E/M**:
 - Educational and literacy components to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
 - Serve a minimum ADA contingent on grant allocation and,
 - Free to all unduplicated students
- To satisfy **ASSETs**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
 - Serve a minimum of 139 students daily
- To satisfy **ELO-P**:
 - Offer 9 Hours of Programming (School day hours count toward the 9 hours)
 - Support TK-6th grade students
 - 175 school days & 30 days intersessions (For the purpose of this site plan, the scope of work will be for a total of 60 school days)
 - TK/K staff ratio 10:1
 - Must offer the program to all unduplicated TK-6 grade students
 - Parallel ASES Compliance Reporting
 - ELO-P funding can not be used to provide school day support (CDE Guidance)

Additional Program Requirements:

- **All programs** must provide a nutritious snack and track attendance daily.
- Expanded learning lead agencies and school sites are **expected to implement reasonable accommodations** under Section 504 of the Americans with Disability Act to support OUSD's students with disabilities. The standard for reasonableness must be determined on a case-by-case basis.
- Per federal statute, California Education Code, and Oakland Unified School District policy, any students identified by the OUSD Transitional Student and Family Unit get priority access into the after-school program. If a student/family indicates they are homeless, newcomer, refugee, and/or asylee will have automatic enrollment.
- All programs must adhere and align with all OUSD safety policies and procedures, this includes OUSD's George Floyd Resolution which promotes a safe and supportive environment.

Please note that the below list of compliance requirements is not exhaustive. Lead Agencies are expected to know and comply with these and other district and state and federal requirements not listed here, including but not limited to state and federal laws and requirements outlined in applicable OUSD Board policies and the Memorandum of Understanding (“MOU”) with OUSD which all Lead Agencies selected to serve a school site must sign and have approved by OUSD’s Governing Board. A sample MOU is attached as Appendix III. Please note this MOU is subject to change depending on District needs. Applicants are encouraged to review it for more program requirement specifics.

Operational Requirements

- Elementary and Middle School After-School Programs must operate 5 days/week, for at least 15 hours/week, commencing immediately at the end of the regular school day and run until at least 6 p.m.
- High School After-School Programs must operate a minimum of 15 hours/week
- Summer School Programs need only comply with legislative or funder requirements
- OUSD’s Expanded Learning Programs Office (ExLO) has established early-release policies that must be implemented at each expanded learning and/or summer program. Further details of required hours and attendance expectations are located in the MOU.

G. Staffing

Staff working in OUSD Expanded Learning Programs must meet the minimum requirements to be in compliance with the California Dept of Education Codes. Staff members who directly supervise students must meet the district’s Proposal for an instructional aide, paraprofessional, or provide documentation that confirms completing 48 college units or the equivalent of an AA college degree.

Programs must operate with a minimum staff to student ratio of 1:20 for 1-12 grade and 1:10 for TK-K. Unless otherwise advised due to the health and safety of the students. It is required that each expanded learning program have a Site Coordinator who is full-time, salaried with benefits, and present at the school site during their work hours. The California Education Code provides that “selection of the program site [coordinator] shall be subject to the approval of the school site principal.” The Lead Agency must notify school principals in writing of any expanded learning staff changes within 24 hours.

Oakland expanded learning programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. The most common staffing plan includes a full-time Site Coordinator, a Quality Support Coach (OUSD Credentialed Teacher), and youth development workers. Many programs also work with additional *service providers for specific services, and some may rely on regular volunteer assistance as well*. At some sites, certificated teachers provide targeted academic assistance, and academic enrichment activities for expanded learning participants through OUSD extended contracts.

Expanded Learning Lead Agencies should be fully staffed and prepared to provide programming for a total of 180 days. Lead agencies should have contingency plans to ensure that each program is fully staffed and able to meet the school site's enrollment needs.

H. Enrollment, Attendance and Evaluation Documentation

Approved Lead Agencies will need to consider CDE Guidelines, OUSD Expanded Learning Office expectations, and site-level input (e.g. site administrator) when it comes to student enrollment consideration, attendance protocol, and programmatic evaluation.

- a. Enrollment: Approved Lead Agencies must be familiar with CDE guidelines of ASES, 21st CCLC, ELO-P, and ASSETs Programs when working with a unique population defined as foster youth, McKinney-Vento, and students qualify with free-reduced lunch status. Lead Agencies must prioritize enrollment for any child that is homeless, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Lead agency will work with the school site administrator to develop a written enrollment policy. The enrollment policy needs to include, but not be limited to, enrollment priorities, application process, and acceptance notification, waitlist procedures, behavior guidelines, parental expectations, student expectations, procedure for removing students from expanded learning programs, and so on. Approved Lead Agencies are required to provide the written enrollment policy to all families who apply for the program.
- b. Fees: Unduplicated students must have access to the program at no cost. Lead Agencies should implement a process for identifying unduplicated students and ensuring that fees are not charged to those families.
- c. Attendance: Approved Lead Agency is required to be aware of all required attendance submission protocol and procedures to ensure good standing status with the Expanded Learning Office and CDE. All attendance documentation shall be closely monitored, and managed for accuracy by the Site Coordinator

and/or occasional audit request by the district and CDE. This includes accurate completion and daily maintenance of student sign in/out sheets, weekly inputting of attendance data into the OUSD online system, and monthly submission of scanned electronic attendance records to OUSD ExLO. Lead Agencies are also responsible for conducting internal audits of attendance records to ensure that program sites maintain accurate, verifiable data on student attendance. All program records must be maintained for five years for auditing purposes.

I. Contract and Payments

Agencies that are approved through the process described in this RFP must enter a 3-year master contract with the District. They may not begin operating at a school site unless the District and agency have executed a contract on the District's template. The District's Board of Education will likely approve these master contracts during the May-August 2025 Board meetings.

Although the master contract will last for 3 years, note that agencies and sites will be matched in 1-year relationships, as they are currently.

In Spring of each year, all Lead Agencies must initiate and engage in annual program planning with school leadership at each program site. Lead Agencies will submit a program plan and budget for the upcoming school year to the OUSD EXLO and Board of Education for approval, at the beginning of each school year.

Invoices are processed on a cost reimbursement basis for actual expenditures incurred. Due to the timing of OUSD contracting and fiscal procedures, Lead Agency partners must operate with a 4 month reserve covering the full cost of the agency's OUSD expanded learning program implementation. Typically, there are delays to the initial payment of agency invoices at the beginning of each school year.

J. Guidelines for Charging Fees

The intent of ASES, 21st CCLC, ASSETS, and ELO-P grants, which aligns with OUSD values, is to establish local programs that offers academic support and enrichment to students in need of such services regardless of a family's inability to pay.

CDE and OUSD discourage charging fees as that could exclude students in need from attending and taking advantage of the expanded learning program. ASES, 21st CCLC, ELO-P grants do not prohibit charging fees for expanded learning programs; however, programs that choose to charge fees, will need to collaborate with a Site Administrator to create and submit

the program's fee structure for approval in accordance with the terms in the MOU. In addition, all students that fall under the category of **unduplicated cannot be charged fees**. Sites that receive 21st CCLC and ASSETS grants will be required to report any fees collected (i.e.- registration fees, family fees, application fees, etc.). Programs that opt to charge program fees may not prohibit any family from participating due to financial circumstances. All program materials related to outreach and enrollment must state clearly that no unduplicated child will be denied services. CA EdCode stipulates that a sliding scale must also be offered in a fee schedule.

K. RFP Process

OUSD Expanded Learning Office is conducting a dual pathway process for new and current organizations. The RFP evaluation rubric will feature some questions that may be differentiated based upon the organizations current approval status and will have the same scoring process. Organizations should go through the appropriate process and provide the necessary documentation.

Organizations interested in serving in the OUSD Expanded Learning Lead Agency role for the 2025 - 28 school year must successfully complete the Lead Agency RFP process and earn the designation of a recommended lead agency. Therefore, an organization that does not successfully complete the Lead Agency RFP process or does not earn a *recommended* status will not be approved to serve as an OUSD lead agency for the 2025-2028 cycle. Organizations that are not selected during this RFP cycle will have the opportunity to reapply for the next RFP process which begins in 2028.

Organizations submitting an RFP proposal by the deadline will be assessed based on their RFP application responses, and any additional supporting materials requested by the RFP Review Team to determine the organization's potential to serve in the Lead Agency role. If additional information is required, organizations will be invited for an interview with the RFP Review Team.

Organizations completing this RFP process will be assessed and scored into one of the following categories:

- 1) **Recommended:** Community organization has adequately demonstrated its capacity to serve in a Lead Agency role and to fulfill all comprehensive Lead Agency responsibilities outlined by OUSD and CDE as well as those listed in Section III of this RFP. The organization demonstrates the capacity to collaborate, integrate, and adapt to the community. This *recommended* status will be valid for up to 3 years, depending on the organization's ability to meet and maintain and/or exceed federal, state, and district compliance requirements, to be assessed annually.

- 2) **Not Recommended:** Community organization has not adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill most of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. Organizations receiving this *not-recommended* status will not be included in the list of qualified organizations that will be shared with stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFP at a future date when the OUSD opens up a new RFP cycle.

OUSD will notify an agency of its determination before or by September 6, 2024 via email. If OUSD determines that an agency is Not Recommended, the agency shall have the opportunity to contest that determination. Additional details regarding this process are contained in Appendix V.

L. Minimum Proposals

Applicants may respond to **one or more of the** following Lead Agency categories:

Lead Agency: Elementary School (including K-8)

Lead Agency: Middle School

Lead Agency: High School

OUSD is seeking applications from established community organizations that currently possess 501(c)(3) status and adequate fiscal reserves to cover at least four (4) months of general operating expenses as a Lead Agency partner. Grant funds sub-contracted to Lead Agency partners do not cover the full cost of running a full comprehensive expanded learning program in Oakland; thus, organizations choosing to serve in the Lead Agency role must be financially stable and demonstrate the capacity to leverage other resources in support of youth programming.

A demonstrable experience in operating a comprehensive expanded learning program is strongly preferred, but all organizations must provide acceptable documents demonstrating two (2) years of experience in the following areas:

- Providing program services to the students in the service category (ies). Specific evidence of a positive track record of the capacity to effectively coordinate the entirety of a school's afterschool and/or expanded learning year-long program as well as successful collaboration with the school site administrator, faculty, and staff.
- Agency administrative capacity to comply with compliance and fiscal policies of the OUSD and CDE, including: agency administration manual; fiscal and personnel policies; attendance records; cost allocation plans, etc.

- Hiring, retention, and provision of professional development opportunities for qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies.
- Capacity to effectively engage a large number of diverse students on an ongoing basis who demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.
- Maintaining collaborative relationships with school site leadership in the development and implementation of a quality expanded learning program that supports the district's and the school's goals.

Organizations that apply for the Lead Agency role must be able to comply with all requirements outlined in the standard OUSD Expanded Learning Lead Agency MOU (see Appendix IV for sample of current year MOU) should it be chosen as Lead Agency. For example, while a copy of the organization's current insurance coverage is required with this application, should the organization be chosen, it will need to attain the level of insurance outlined in the MOU.

M. Application Submission Contents

Failure to provide any of the following information or forms may result in an application being disqualified.

A Complete Lead Agency Application will consist of all the following required items:

- 1) **Proposal Cover Sheet** (see Appendix I for sample)
- 2) **Letter of Agreement** (no more than one (1) page): A one-page letter signed by the person authorized to obligate the proposing agency to perform the commitments contained in the application. The letter should state that the proposing agency is willing and able to perform the commitments contained in the application.
- 3) **Written Responses to Application Questions** (no more than 8 double-spaced pages in response to the six (6) titled sections that appear in Appendix II Application Questions), signed under penalty of perjury,
- 4) **Supporting Documents**, listed in (Appendix III).
- 5) **Boilerplate Checklist:** " Expanded Learning Program and Services

Agreement” - Submission of the Signed Boilerplate Checklist (Appendix IV) will constitute a representation by your firm that it has read all of the clauses contained in the OUSD Lead Agency Memorandum of Understanding. The sample contract for the services detailed in this RFP (Appendix IV, version for Fiscal Year 22-25), and that your firm is willing to comply with OUSD contracting requirements.

- 6) **Sample Program Schedule and Summary:** Provide a sample program schedule along with a short description of each activity. No more than (2) pages.

N. Application Submission Instructions

Proposals shall be **emailed** to the Procurement Department at **procurement@ousd.org** no later than July 12, 2024.

Proposal shall be submitted with subject line: **“RFP Proposal # 24-148”**

****When submitting your proposal, be sure to get a ticket number or confirmation email.***

Proposals submitted via email should be submitted as PDF file format. PDF file size should be sufficient enough to send via email, the District does not assume responsibility if the PDF file is too large to email. If electronic submission is a factor, the District encourages hand delivery of the proposal directly to the Procurement Department, 900 High Street 2nd Floor Oakland, CA 94601 between the hours of 9:00am - 3:00pm pst. All proposals delivered after scheduled closing time for receipt of proposals will not be considered. Incomplete proposals may be deemed non-responsive and therefore not considered.

The District reserves the right to reject any or all proposals. The award of this solicitation is conditional on the winning bidder(s) accepting the terms of the MOU contract available to view below. Proposals and any other information submitted by respondents in response to this solicitation shall become the property of the District. Notwithstanding any indication by Contractor of confidential contents, and with the exception of bona fide confidential information, contents of proposals are public documents subject to disclosure under the California Public Records Act after award. The District will not provide compensation to Contractors for any expenses incurred by the Contractors for proposal preparation or for any demonstration that may be made. Contractors submit proposals at their own risk and expense.

FORMAT

All submissions must be on the RFP Application Form, typed using an easy to read 12-point font such as Arial or Times New Roman and one inch margins. All submissions

must be double-spaced. All submissions must answer all six (6) titled sections below in no more than 8 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

O. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation will not have the application reviewed.

OUTLINE THE PROCESS FOR NEW AND CURRENT ORGANIZATIONS

Applications demonstrating the capacity to meet minimum requirements will have their Proposals evaluated and scored by an RFP Review Team made up of individuals with expertise in the relevant subject matter for which the application is submitted. The RFP review team will read and score responses to the application questions in Appendix II.

Application Rubric

Performance Area	Expectations for OUSD Recommended Organizations <i>(not an exhaustive list)</i>
<p>Collaborative Partnerships (20 Points)</p> <p>This performance area focuses on the extent to which organizations develop strong relationships with ExLO, school site, community-based partners, families, and other program stakeholders.</p>	<ul style="list-style-type: none"> ● Organizations establish and maintain clear, open and regular lines of communication with stakeholders ● Organizations establish and maintain clear, aligned values with stakeholders around supporting and honoring youth ● Organizations seek and respond to feedback, engage in active listening, shared decision-making, and planning processes with stakeholders ● Organizations and partners celebrate one another and the unique role each occupies in supporting youth
<p>Empowerment (10 Points)</p> <p>This performance area focuses on the extent to which organizations promote youth agency, self-actualization, leadership, and liberation.</p>	<ul style="list-style-type: none"> ● Organizations provide opportunities for youth to own and share their stories and speak their own “truth” ● Organizations celebrate youth interests, passions, culture, and help them to explore their own growth ● Organizations provide opportunities for youth to lead and develop projects ● Organizations encourage youth to consider multiple perspectives
<p>Safe and Supportive Environment (20 Points)</p> <p>This performance area focuses on organization’s ability and capacity to attend to all facets of safety for participants while cultivating a sense of belonging.</p>	<ul style="list-style-type: none"> ● Organizations prioritize and implement systems of support to ensure physical, emotional, cultural, structural, and inclusionary safety for youth and staff ● Organizations integrate SEL and restorative practices into program culture ● Organizations establish strong relationships, clear boundaries, and trust between staff, youth, and families ● Organizations clearly articulate and actualize values and group agreements

<p>Lifelong Learning (15 Points)</p> <p>This performance area focuses on the extent to which organization practices help to support youths' academic engagement, cultivation, and transformation.</p>	<ul style="list-style-type: none"> • Youth engage in activities focused on nurturing fundamental habits for lifelong learning • Youth participate in diverse enrichment programming that reflect student interests and that promote joy, skill-building, and hands-on experience • Youth participate in activities that promote mindfulness, practice socio-emotional learning, and developing a growth mindset
<p>Adaptive Programming (15 Points)</p> <p>This performance area focuses on organization's adaptive capacity/willingness and that practices reflect values of diversity and inclusion of youth and other stakeholders.</p>	<ul style="list-style-type: none"> • Organizations offer differentiated services to meet individual student and family needs • Organizations provide services that are inclusive, responsive, and culturally relevant • Where applicable, organizations services are trauma-informed • Organizations demonstrate capacity to adapt to physical, environmental, cultural, and social shifts
<p>Strong Systems and Structures (20 Points)</p> <p>This performance area focuses on the efficacy of an organization's program structure, compliance management capacity, infrastructure viability, and a thriving culture to support responsible financial management of programs and services that benefit students.</p>	<ul style="list-style-type: none"> • Organization services are supported by a strong, stable, and adaptive organizational infrastructure, financial capacity to deliver and sustain services, and the ability to execute compliance expectations and deliverables • Organizations are purpose- and values-driven and programming is aligned with collaborative vision between the school site and the provider • Organizations engage in continuous quality improvement processes to ensure transparency of expectations and a culture of accountability, responsibility, compliance, and metrics • Organizations provide staff with consistent and applicable professional development support and learning opportunities

Applicants must agree to abide by all OUSD policy requirements as outlined in the Appendix IV Boilerplate MOU checklist. The list of “Approved Expanded Learning Lead Agencies” will be utilized by school site administrators for a period of up to three (3) years pending funding availability to select a Lead Agency to administer the expanded learning program on his/her school site.

P. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

Applicants are responsible for reviewing all portions of this RFP, and promptly notifying the District, in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFP. Any such notification should be directed to the District promptly after discovery, but in no event

later than five working days prior to the date for receipt of applications. Modifications and clarifications will be made by addenda as provided below.

Change Notices

The District may modify the RFP prior to the application due date by issuing Change Notices, which will be on the OUSD. The applicant shall be responsible for ensuring that its application reflects any and all Change Notices issued by the District prior to the application due date regardless of when the application is submitted.

Failure to Object to Errors and Omissions in Application

Failure by the District to object to an error, omission, or deviation in the application will in no way modify the RFP or excuse the vendor from full compliance with the specifications of the RFP or any contract awarded pursuant to the RFP.

Financial Responsibility

The District accepts no financial responsibility for any costs incurred by applicants in responding to this RFP. Submissions of the RFP will become property of the District and may be used by the District in any way deemed appropriate.

Proposer's Obligations Under the Conflict of Interest Laws and Board Policies

A proposer must be aware that if the proposer will enter into a contract with the District, proposer/contractor shall be responsible to comply with conflict of interest laws and Board policies, which are briefly summarized in Section 11.4 ("Conflict of Interest") of the attached Appendix IV ("OUSD Expanded Learning Lead Agency MOU" sample contract). It is the responsibility of a contractor to comply with the law and OUSD Board policies. Submission of an application signifies that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

Reservations of Rights by the District

The issuance of this RFP does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

- Reject any or all applications;
- Reissue a Request for Proposals ;
- Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFP, or the requirements for contents or format of the

applications;

- Procure any materials, equipment or services specified in this RFP by any other means;
- Determine that no project will be pursued.

No Waiver

No waiver by the District of any provision of this RFP shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFP.

Q. Standard Contract Provisions

Any agency selected from the *Expanded Learning Program Lead Agency Qualified List* by a school site administrator, and which chooses to enter into contract with the District, will enter into a contract substantially in the form of the Expanded Learning Lead Agency MOU, attached hereto as Appendix IV. Failure to timely execute the contract, or to furnish any and all insurance certificates and policy endorsements, surety bonds or other materials required in the contract, shall be deemed an abandonment of a contract offer. The District, in its sole discretion, may select another qualified agency and may proceed against the original selectee for damages.

APPENDIX I: RFP Application

2024 OUSD Request for Proposals Application (Template)

(Email procurement@ousd.org for template)

ASES, 21st CCLC, ELO-P, and ASSETS Expanded Learning Programs

Cover Sheet Template:

Cover Sheet Template			
Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

Service Category	
Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (Grades TK-5)
	Elementary/Middle (Grades TK-8)
	Middle (Grades 6-8)
	High (Grades 9-12)

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.		Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?		Yes
		No
Have you served as an OUSD Lead Agency partner before in past years? If so, please identify the years and durations served.		Yes
		No
		# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?		Yes
		No
If yes , please list all school districts you have served.		
How many school sites does your organization have the capacity to serve as a lead agency?		# Sites
In the box below, please briefly explain your rationale for this number of sites?		

On behalf of _____ (Agency), I, _____ (name)
 _____ (Position), declare under penalty of perjury under the laws
 of the State of California that the foregoing is true and correct.

Signature: _____ Date: _____

APPENDIX II: Application Questions

After reading the RFP narrative, please respond to all of the prompts within all six (6) titled sections below in no more than 8 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III).

The prompts are distinct and differentiated based upon if the applicant is a new or a current organization. See below for the definition of each designation and only respond to the prompts that apply to organizations of that designation or status.

New Organizations/Applicants:

Organizations applying to be a comprehensive expanded learning provider within OUSD and were not an OUSD-approved lead agency during the 2022-25 RFP cycle.

<p>Collaborative Partnerships (up to 2 pages)</p> <p>(20 Points)</p>	<ol style="list-style-type: none"> 1. Describe a collaborative partnership that the organization experienced while engaged in a school and/or or district setting. Site specific examples. 2. How does the organization seek and respond to feedback from stakeholders? Please specify what the organization did to make this happen. 3. How does the organization and its partners maintain clear and aligned values for supporting and honoring youth? 4. Please provide specific examples of how the organization collaborates with a variety of stakeholders to make decisions and ensure a positive culture and climate in your programs.
<p>Empowerment (up to 1 page)</p> <p>(10 Points)</p>	<ol style="list-style-type: none"> 5. Describe how the organization honors and celebrates different perspectives and unique roles to support youth. 6. What professional development does your organization provide staff to support student belonging, engagement, and leadership opportunities?
<p>Safe and Supportive Environment (up to 1 page)</p> <p>(20 Points)</p>	<ol style="list-style-type: none"> 7. Provide examples of strategies your organization implements to ensure youth experience a sense of belonging, are valued, acknowledged, and celebrated in the program. 8. What training is implemented and/or available to support staff in ensuring their programs provide safe and supportive environments? Please share examples of any curriculum and/or resources are available to staff.

<p>Lifelong Learning (up to 1 page)</p> <p>(15 Points)</p>	<p>9. What practices and resources within your organization support academic engagement, confidence, and habits for lifelong learners?</p> <p>10. Lifelong Learning can be formal, nonformal, informal, and self-directed; describe how your organization supports staff-to-students learning in the program offering.</p> <p>11. Describe how youth participate in diverse enrichment programming that reflects their interests and promotes joy, skill-building, and hands-on experience. Site Examples.</p>
<p>Adaptive Programming (up to 1 page)</p> <p>(15 Points)</p>	<p>12. What strategies are in place to support staff and students when the organization has to make unexpected shifts due to physical, environmental, and social contexts? Share how you would communicate that.</p> <p>13. How does the organization offer differentiated services to meet school, student, and family needs?</p> <p>14. Share an example of how the program will provide inclusive programming to all OUSD students, including students with special needs.</p>
<p>Strong Systems and Structures (up to 2 pages)</p> <p>(20 Points)</p>	<p>15. Using the organization’s budget and profit and loss statement in the required supporting documentation, create a budget narrative showing how the organization would allocate funds to run a high-quality comprehensive expanded learning program. These budgets must be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better)</p> <ul style="list-style-type: none"> ○ Elementary/Middle School Funding: ($\\$10.18 \times (65\% - \text{total UDS}) \times 175 \text{ days}$) <ul style="list-style-type: none"> ■ Ex: $(100 \text{ Unduplicated students} \times \\$10.18 \times 175 \text{ day}) \times 65\% = \\$115,797$ ○ Your budget must detail: ○ Projected Program Fees ○ Staffing costs for service delivery, staff training, and prep time ○ Full-time salaried site coordinator ○ Any agency management-level staff who grant funds will pay for the support of direct service programming ○ Supplies, materials, curriculum, books, field trips, etc. ○ Agency administrative costs are not to exceed 5% from ASES and 10% from ELO-P of the contracted amount Note: <ul style="list-style-type: none"> ■ The budget does not need to include snack costs ○ Strong practices for staff and program improvement with support from the lead agency. <p>16. The state of California has introduced Expanded Learning Opportunities</p>

	<p>Program (ELO-P) funding, allowing expanded learning programs to grow and adapt to meet the community's needs. ELO-P funds are subject to shift based on state budgeting. How will the organization ensure that current programming levels are sustainable if/when funds are no longer accessible?</p> <p>17. What is the organization's experience with implementing ASES/21st CCLC/ASSETS/ELO programs? Share a success and a challenge that the organization faced managing its requirements.. In retrospect, what shifts would the organization make to achieve a more successful outcome?</p>
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Current/Returning Organizations:

Active and contracted comprehensive expanded learning providers that are OUSD-approved for the 2022-2025 cycle. If the applying organization is on this [list](#), it is classified as a returning or current organization and can only respond to the prompts below.

<p>Collaborative Partnerships (up to 2 pages)</p> <p>(20 Points)</p>	<ol style="list-style-type: none"> 1. During SY 2022-2024, how did the organization and its partners maintain clear and shared values around supporting and honoring the needs of youth? 2. How has the organization sought and responded to feedback from stakeholders, engaged in active listening, and made shared decisions? 3. Share a specific example of a successful collaborative partnership with stakeholders. Share an example of a challenging collaborative partnership and how the organization navigated the situation that did not reach the desired outcome. In retrospect, what shifts would you make to achieve a more successful outcome?
<p>Empowerment (up to 1 page)</p> <p>(10 Points)</p>	<ol style="list-style-type: none"> 4. How has the organization supported youth agency and provided youth leadership opportunities? 5. What professional development did the organization provide staff that supported student engagement and leadership opportunities? 6. What shifts did your organization make to create spaces for youth voice and choice?
<p>Safe and Supportive Environment (up to 1 page)</p> <p>(20 Points)</p>	<ol style="list-style-type: none"> 7. Provide examples of strategies your organization implemented to ensure youth experienced a sense of belonging and felt valued, acknowledged, and celebrated in the program. 8. What training was available to support staff in ensuring their programs provide safe and supportive environments? Please share curriculum, training, and resources available to staff. 9. How has the organization aligned with OUSD policy to provide a safe and

	supportive environment?
Lifelong Learning (up to 1 page) (15 Points)	<p>10. What practices and resources within the organization support academic engagement, confidence, and habits for lifelong learners?</p> <p>11. Describe how youth participated in diverse enrichment programming that reflected their interests and promoted joy, skill-building, and hands-on experience. Site Examples.</p>
Adaptive Programming (up to 1 page) (15 Points)	<p>12. What strategies are in place to support students when the organization has to make unexpected shifts due to physical, environmental, and social contexts?</p> <p>13. How does the organization offer differentiated services to meet school, student, and family needs?</p> <p>14. Share an example of how the program provided inclusive programming to OUSD students, including students with special needs.</p>
Strong Systems and Structures (up to 2 pages) (20 Points)	<p>15. Using your organization's budget and profit and loss statement in the required supporting documentation, create a budget narrative showing how your agency allocates funds to run a high-quality comprehensive expanded learning program. These budgets must be based on the grant requirements detailed in the Funding description above (Section E.), including a required staffing ratio of 1:20 (or better).</p> <ul style="list-style-type: none"> ○ Elementary/Middle School Funding: ($\\$10.18 \times (65\% - \text{total UDS}) \times 175 \text{days}$) <ul style="list-style-type: none"> ■ Ex: $(100 \text{ Unduplicated students} \times \\$10.18 \times 175 \text{day}) \times 65\% = \\$115,797$ ○ Your budget must detail: ○ Projected Program Fees ○ Staffing costs for service delivery, staff training, and prep time ○ Full-time Full time salaried site coordinator ○ Any agency management-level staff who grant funds will pay will be paid by grant funds for the support of direct service programming ○ Supplies, materials, curriculum, books, field trips, etc. ○ Agency administrative costs are not to exceed 5% from ASES and 10% from ELO-P of the contracted amount Note: <ul style="list-style-type: none"> ■ The budget does not need to include snack costs ○ Strong practices for staff and program improvement with support from the lead agency. <p>16. The state of California has introduced Expanded Learning Opportunities Program (ELO-P) funding, allowing expanded learning programs to grow and adapt to meet the community's needs. ELO-P funds are subject to shift based on state budgeting. How will your organization ensure that current programming levels are sustainable if/when funds are no longer accessible?</p>

	<p>17. During 2022-2024, what was your organization's success around meeting CDE compliance expectations? Expectations include meeting staff ratio, staffing qualifications, average daily attendance, and serving unduplicated, special needs, and TK/K students. . Share a success and a challenge that the organization faced in meeting compliance expectations. In retrospect, what shifts would your organization make to achieve more successful outcomes?</p>
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APPENDIX III. Instructions for RFP Application Submission:

Any documents submitted after the deadline will not be accepted or reviewed.

Required Supporting Documentation Instructions:

To support RFP responses and verify organizational Proposals, the following documentation is required. The *Application Questions* in Appendix II will directly reference these documents and ask for an elaboration of the information these documents provide. All documents received will be viewed internally and not shared publicly. These documents do not count towards the 8-page limit for the RFP application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

Any files missing could result in disqualification from the RFP process.

All files will need to be clearly labeled based on the list below:

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Current Profit and Loss statement from 2022 or 2023
- Copy of 2023 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves
- Job description for site coordinator and program instructor positions
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State Board roster

and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2022-2023 school year.

- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum Proposals (see Section M)
- Copy of current certificate of current insurance: Commercial/General Liability \$1M per occurrence and Workman's Comp.

The following documents listed below are **not** required upon submission of proposal but will be required upon receiving 'Recommended' status.

1. Statement of Qualifications

A Statement of Qualifications is a paragraph or two on the organization's letterhead that explains why they are qualified to provide this service.

2. Commercial General Liability Insurance Coverage via an ACORD sheet.

A. Address in the "Certificate Holder" section: Oakland Unified School District, Attn: Risk Management; 1011 Union Street, Oakland CA 94607

B. Policy Limits: 1,000,000 per occurrence / \$2,000,000 aggregate

2. (a) Policy Endorsement naming OUSD as an additional insured (from the Agent): this is a Separate document from above.

3. An ACORD Sheet for Professional Liability or Corporal Punishment insurance: It should have minimum policy limits of \$1MM per occurrence and \$2MM aggregate

3. (a) Policy Endorsement naming OUSD as an additional insured on this policy.

4. Either one of these two types of coverages are acceptable - It should be on an ACORD Sheet

A) Improper Sexual Conduct & Physical Abuse Liability or

B) Sexual Abuse & Molestation. It should have minimum policy limits of \$1MM per occurrence and \$2MM aggregate minimum;

4. (a) Policy Endorsement naming OUSD as an additional insured on this policy.

5. Agency Letter: This letter states the following : (and should be on your letterhead)

(a) All of the employees that work at OUSD have passed fingerprint review by CA DOJ and FBI, TB testing requirements, and mandate reporting.

(b) ATI Numbers (from fingerprinting) will need to appear on all invoices submitted to OUSD

(c) Proof of fingerprint passage and TB Test passage of staff working at OUSD will be available to OUSD upon demand.

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
 - 4.1. Total Compensation
 - 4.2. Positive Attendance
 - 4.2.1. Reconciliation Process for Positive Attendance-Based Grant Funds
 - 4.2.2. Administrative Charges and Reconciliation
 - 4.3. OUSD Administrative Fees
 - 4.4. Agency Administrative Fees
 - 4.5. Program Budget
 - 4.6. Modifications to Budget
 - 4.7. Program Fees
5. Scope of Work
 - 5.1. Student Outcomes
 - 5.1.1. Alignment with Community School Strategic Site Plan
 - 5.2. Oversight
 - 5.3. Enrollment
 - 5.4. Program Requirements
 - 5.4.1. Program Hours
 - 5.4.2. Program Days
 - 5.4.3. Program Components
 - 5.4.4. Staff Ratio
 - 5.5 Data Collection
 - 5.5.1. Accountability Reports
 - 5.5.2. Attendance Reports
 - 5.5.3. Use of Enrollment Packet

- 5.6. Maintain Clean, Safe and Secure Environment
- 5.7. Meeting Participation
- 5.8. Relationships
- 5.9. Licenses
- 6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
 - 6.1. – 6.13.2., including, but not limited to:
 - 6.1. Licenses Permission Slips/Acknowledgement
 - 6.1.3. Notice of Waiver of All Claims
 - 6.5. Health Conditions/Medication
 - 6.6. Supervision
 - 6.7. Transportation Requirements
 - 6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
 - 6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
 - 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
- 7. Financial Records
 - 7.1. Accounting Records
 - 7.2. Disputes
- 8. Invoicing
 - 8.1. Billing Structure
 - 8.2. Unallowable Expenses
 - 8.3. Invoice Requirements
 - 8.4. Submission of Invoices
 - 8.5. Submission of Invoices for ASESP and 21st Century Grants
- 9. Ownership of Documents
- 10. Changes
 - 10.1. Agency Changes
 - 10.2. Changing Legislation
- 11. Conduct of Consultant
 - 11.1. Child Abuse and Neglect Reporting Act
 - 11.2. Staff Requirements

- 11.2.1. Tuberculosis Screening
 - 11.2.2. Fingerprinting of Agents
 - 11.2.3. Minimum Proposals
- 11.3. Removal of Staff
- 11.4. Conflict of Interest
- 11.5. Drug-Free/Smoke Free Policy
- 11.6. Non-Discrimination
- 12. Indemnification
- 13. Insurance
 - 13.1. Commercial General Liability
 - 13.2. Worker's Compensation
 - 13.3. Property and Fire
- 14. Litigation
- 15. Incorporation of Recitals and Exhibits
- 16. Counterparts
- 17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- 18. All exhibits, with required forms and timelines

[OUSD AFTER-SCHOOL LEAD AGENCY 2022-25 MOU SAMPLE CONTRACT](#)

The contract template that is currently being used by lead agencies can be accessed by clicking the [following link](#). The MOU contract will be a master contract between OUSD and the lead agency that does not specify the school site(s) where the agency is assigned, and that master contract will last for three (3) years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently).

All applicants are required to review the MOU contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFP (Appendix IV).

If having a hard time opening the contract template, please email procurement@ousd.org for a copy.

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix IV), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.

Signature

Date

Name and Title of Signatory

Name of Organization

APPENDIX V: Appeals Process for Applicants

Any applicant may appeal to the Oakland Unified School District Procurement Department if the determination that it is not prequalified. An appeal must be based on one or both of two following:

- **Unfair process** (e.g., the appellant’s proposal was treated differently than others, conflict of interest by OUSD Department of Expanded Learning staff, etc.)
- **Material error** (e.g., the appellant’s proposal was reviewed under the wrong funding strategy, failure to consider all application materials, incorrect application of evaluation rubric or some other mistake of fact occurred), or

The appellant must submit the appeal by September 13, 2024 (i.e., 5 business days after the Lead Agency Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District.

An appeal must clearly state the facts that establish one of the above-referenced bases for appeal and how, as a result, the appellant’s proposal was affected negatively. The appeal will be considered and adjudged by the Senior Manager, Rosaura Altamirano, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Rosaura M. Altamirano

Senior Manager, Supply Chain & Logistics, rosaura.altamirano@ousd.org

Appellants will receive written notice of the outcome of their appeal by September 26, 2024. In the event that an applicant’s appeal is successful, the agency will be treated as all other prequalified agencies.

2024 OUSD Request for Proposals Application

ASES, 21st CCLC, ELO-P, and ASSETS Expanded Learning Programs

Cover Sheet

Cover Sheet			
Organization Name	Love. Learn. Success.		
Primary Contact Person:	Armando Garcia	Secondary Contact Person:	David Becerra
Email:	armando@lovelearnsuccess.org	Email:	david@lovelearnsuccess.org
Telephone #:	(510) 708-1219	Telephone #:	(510) 500-5402

Service Category	
Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (Grades TK-5)
X	Elementary/Middle (Grades TK-8)
	Middle (Grades 6-8)
	High (Grades 9-12)

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	X	Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?	X	Yes
		No
Have you served as an OUSD Lead Agency partner before in past years?	X	Yes
		No
If so, please identify the years and durations served.	2013-present, 11 years	# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	X	Yes
		No
If yes , please list all school districts you have served.		
West Contra Costa Unified School District		
How many school sites does your organization have the capacity to serve as a lead agency?	1	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
Love. Learn. Success. currently serves as the Lead Agency at Melrose Leadership Academy It is within the capacity of Love. Learn. Success. to continuing serving as the Lead Agency at this school		

On behalf of Love. Learn. Success. (Agency), I, Ann Ngo (name)
CEO (Position), declare under penalty of perjury under the laws
of the State of California that the foregoing is true and correct.

Signature: 

Date: July 12, 2024



July 10, 2024

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to express our interest in continuing to serve as an Expanded Learning Program Lead Agency for the Oakland Unified School District. This application will demonstrate our capacity to successfully serve as an Expanded Learning Program Lead Agency. Love. Learn. Success. is willing and able to perform the commitment contained in this application. As a strong Expanded Learning Program provider, we are excited to continue our success and service to OUSD school communities. Our skills, tools and program models that we have developed over the past 13 years have proven successful and effective. We look forward to continuing the work we have begun to support our school communities.

We appreciate the opportunity to continue our partnership with Oakland Unified School District and the Expanded Learning Programs Office. This partnership will continue to allow students to truly develop a love for lifelong learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Ngo", written over a horizontal line.

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 600-3412
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



#3 LLS - OUSD - RFP - 2024 - Written Responses to Application Questions

1. As an Agency, we stayed abreast of updated practices, policies through emailed communication. LLS Directors met bi-weekly and monthly with the school admin team, QSC, and ASP team to discuss infusing these elements into our daily operations. Attended the OUSD ExPLO professional development trainings and daytime Staff Meetings when invitations were extended to ASP to learn about frameworks daytime teachers were implementing to foster consistency for our students from daytime through after-school programming hours. Observed successful elements that began in our virtual after-school program during the lock-down/pandemic into our in-person programs. For example: Implemented daily designated check-out time for Program Instructors to relay & exchange information with one another & Site Coordinator to expedite and keep up with the newly observed social-emotional needs of our students. 2. Sought Feedback: We have sent out Parent and Student Feedback Surveys to gain feedback from participants. Our Site Directors avail themselves daily on site to connect with in-person from stakeholders at student pick up time. Monthly family recap emails are sent and families are invited to respond with any questions, concerns, or general feedback. Site Directors & Program Directors maintain open lines of communication via email or phone daily before, during, and after the program. Site Directors maintain daily updated information bulletin boards. As needed, Site Directors / Program Directors connect with ExPLO Manager for additional feedback and guidance. Responded to Feedback: Respond promptly that we will look into feedback, if needed. Check in with the staff, school administrators, ExPLO Manager, students or other stakeholders to try to understand the bigger picture of a situation before responding with more details. Use all feedback as opportunities to grow. Engaged in Active Listening: Employ Restorative Justice practices of allowing uninterrupted space for others to share, so we can fully listen to others' perspectives and experiences. Made Shared Decisions: Collaborate with stakeholders, engage in discussion, and allow time for reflection in bi-weekly meetings with the school admin team and QSC to support shared decision making. Tap ExPLO Manager for additional support and knowledge.

3a. We collaborated with the school admin to create a bilingual after-school program interest survey for

the entire school community for the upcoming school year to gauge interest and to allow families to disclose specific needs for their students such as being low-income, foster youth, or being a newcomer to the country. We received responses from about 85% of the families which helped to inform our next steps of planning. This survey gave us information to many more English Language Learning parents than in previous years to allow us contact information to connect them with our program offerings. 3b. UED was introduced this year, about 2 weeks before the start of the school year with very vague guidelines and many unanswered parameters. Who was responsible for the collection of student enrollment forms, scope of student activities, group sizes, and who was responsible for students who were picked up late were all unclear. ASP Directors were tasked with creating attendance sheets & inputting data from the attendance sheets for participants that daytime teachers were tasked with completing after each weekly tutoring session. The school admin team was communicating conflicting information to the daytime teachers at various points and there was a lot of confusion with no real clear answers in place. Daytime teachers felt put-off by being given directives about attendance expectations by Site Directors and many daytime teachers simply decided not to follow instructions at all or participate at all, though it was a part of their new OEA contract pay increase, while Site Directors / Program Directors were not given an increase in salary to support with UED. We worked closely with our QSC who created a slidedeck to present to her fellow daytime teachers and sought guidance from our ExPLO Manager who helped us navigate the baseline expectations as more information became available. Through many teacher feedback conversations, we were able to learn how we can begin UED for the next school year in order to set ourselves up for a better overall experience for our students, daytime teachers, Program Instructors and Site Directors. 3c. We plan to ask daytime teachers to have all of their students complete a UED Enrollment packet at the beginning of the school year, so that it is on file from the beginning of the school year if a teacher decides at any point in the school year that the student should need some UED support. Waiting for an OUSD Enrollment Application packets to come back would often take another week or even

three to get back, so that Site Directors could technically add them to the attendance rosters. It is imperative before the start of the school year to practice attendance-taking with daytime teachers. This would eliminate issues such as, teachers writing notes, using markers, colored pens/pencils on these legal documents.

4. We had students volunteer to be the MCs/Presenters for our Visual Arts & Performance Expositions in the Fall & Spring. We asked students to be soloists to lead their grade groups in these presentations. We worked closely with daytime teachers to coordinate school-wide supply organization, clean-up so that our Middle School students could earn community service hours. Each Program Instructor has a system for rotating classroom jobs, so all students pitch in to help move the group along daily and feel a sense of leadership, contribution, and responsibility in the group. We asked Program Instructors to ask their groups to nominate Students of the Week or Month who demonstrated exemplary choice-making in alignment with our Program Community Agreements.

5. Professional Development Training occurs before the school year program begins for approximately 25 hours over the course of 5 days. In the fall and spring, there are continuous professional development training sessions at 5 hours each. We bring in guest speakers to support learning around working with SpED students, behavior management (with Behavioral Analyst from OUSD), activity planning, learning strategies for building positive relationships with students, literacy best practices (SIPPs Facilitators), and group games with Site Director. Site Directors provide on-site daily coaching, Program Director sends weekly tips & best practices to Program Instructors to offer ideas and reminders throughout the year. We send OUSD learning links and virtual PD opportunities to our Staff, including STEM learning days at Six Flags and After-School conferences.

6. We took a significant amount of intentional time during PD Trainings to emphasize the importance and practice time for our Warm Welcome Circles. This sets the tone for the day and is a social-emotional learning tool for our Program Instructors to help them get a pulse on their group and catch

any “red flags” for them to keep an eye on. This time is to ground students in the space, to have uninterrupted space to speak about how they are feeling, to have peers practice listening and empathy-building. We trained our Program Instructors to give students limited choices that keep them safe and still able to keep moving forward in the large group setting.

7. At the beginning of the year, each student creates an ornament with their name and birthday on it.

When their birthday arrives, the student is given a birthday crown, a birthday badge, and everyone sings Happy Birthday during snack time. Our students are nominated by both peers and other Program Instructors to be the Student of the Week or Month for demonstrating exemplary behavior and choice-making in alignment with our Community Agreements. Our students are also given opportunities to present their visual art or perform on stage during regular practices and then for their families at our fall and spring arts expositions. We make it a point that all Program Instructors know the names of all of their students by the end of the first week of school without the help of name tags. Students are welcomed face-to-face, with a high-five or handshake, by their chosen names and from the beginning of the year, we ask our students what their preferred pronouns are, as well.

8. Trimester Professional Developments: Summer, Fall & Spring, Monthly Behavior Management PDs with DeAnna Glass online. Weekly Staff Newsletters with best practices, tips, and activity ideas. Daily on-site informal coaching from Site Directors who float from group to group throughout program hours. Daily end-of-day team check-outs to relay any incidents or information to Site Directors. Staff all possess a walkie-talkie radio to communicate in real time when support is needed. Staff helped to create a Student Behavior Continuum flow-chart to help guide decision-making next-steps for students who are demonstrating difficulty following the Community Agreements. [Behavior Flowchart with DeAnna Glass.pdf](#) [March 2024 All Staff Training Director's Cut](#)

9. We used the ExPLO program evaluation tool as a framework for program practices and to build the guidelines for program culture goals. Program Directors attended two ExPLO sponsored meetings that

brought together school Principals, Community Liaisons and ASP leaders to reflect on school-wide positive culture-building and how to put these into practice for the upcoming school year. The ASP has adopted the same Habits of Healthy Hearts & Minds in the same pacing schedule, so we are aligned with daytime for the upcoming school year. We regularly collaborate with our ExPLO Manager to ensure we understand expectations for our program.

10. Academic Engagement: Our Program Instructors provide homework assistance on a daily basis. We partner with daytime teachers to support UED tutoring on Wednesdays. We infuse academics into art, sports, and group games whenever possible to make learning less stressful and even fun! Confidence: Our Staff are trained on building positive relationships with students and creating safe spaces. During Welcome Circle, Program Instructors facilitate the practice of public speaking and active, thoughtful listening to support empathy building and teaching students to share space. Students are given time to share about how they are feeling and how their day has been so far or are asked to share their opinion about a topic or prompt. Program Instructors use consistent encouragement and positive reinforcement to build safe emotional spaces and positive relationships with students. We believe this helps students to step outside of their comfort zones, have a more open mind, and be willing to take “safe” social-emotional risks within the group. We have performing arts classes that also foster comfort around being on stage in front of an audience. We provide opportunities for students to have classroom jobs to give them a sense of ability to contribute to the group and to be a leader on a rotating basis among their classmates. Habits for lifelong learning: Our Community Agreements are aligned to be under the umbrella of the school’s core values. We encourage our students to be curious, to ask questions, to get creative when creating and especially solving a problem. We often answer student questions with “What do you think?” to try to engage them in self-reflection and critical thinking. We are intentional about giving students time for self-reflection especially when they demonstrate struggle following the Community Agreements. We practice giving students choices within reason to help them feel empowered and a level of autonomy within safety

guidelines. We encourage students to keep growing and demonstrating that it's a safe space to make mistakes so that we can learn and move forward. We have diverse enrichment classes for students to feel connected to something that sparks their interest or identity and exposes other students to new cultures and ideas.

11. An example of diverse enrichment that reflected our students' interests and promoted joy, skill-building and hands-on experiences is our partnership with community organization, Yeah, Art!. They send Program Instructors to our site to teach two classes a week: Music Appreciation and Music Production. Music Appreciation explores the genesis of songs that the students are interested in and examines their lyrics to inspire our students to write their own songs. Music Production takes those creative writings from Music Appreciation and produces audible tracks set to additional sound, created by the students under the guidance of the Program Instructors who have extensive experience producing music. Our students were able to present their completed songs at our fall and spring visual and performing arts expositions. Their songs will also be featured on the Yeah, Art!'s website. The music research, writing practice, practical music production and instrument playing brought our students immense pride and opportunities for self-exploration and self-expression as individuals and within groups.

12. We maintain standing bi-weekly meetings with the school admin team, the QSC, and communicate with our families through monthly emailed newsletters. Site Directors maintain a daily-updated information parent bulletin board. If unexpected events impact our program such as lockdowns, wildfire & smoke, extreme weather, pandemic, teacher strikes, neighborhood shootings / lockdowns, we have proactive and direct communication with school admin, our ExPLO Managers, and parallel program partners to come together for a collective message to disseminate via email, Parent Square, and in-person at pick-up. If needed, the school admin would also support us with a "robocall". We have an understanding and practice drills for emergency situations, understand locations for evacuations, and have a chain of command on each campus.

13. We strive toward Universal Design principles in our programs where we welcome all students and invite families to collaborate on reasonable accommodations to support our students who may need some additional support to participate successfully in the program. We implement Tier 1 interventions as a baseline for all of our students and then, if needed, move to Tier 2 interventions, as is reasonably feasible in program. After more observation, if further support is needed for a student, we complete a request for further support from the ExPLO to connect us with additional resources for our students on a case-by-case basis.

14. We had a 1st grade student who had a 1:1 paraeducator support person during her entire school day, who had an autistic diagnosis although she was not a part of the SDC class. Her parents wanted her to participate in the program, so we completed a request for further support based on documented observations and events in the afterschool program. The ExPLO facilitated a few meetings with the family, our ASP Staff, the school admin, and SpED Consultants to determine need and how that could fit into our existing program. Luckily, the same paraeducator was able to be funded through ExPLO to continue to support the student in the after-school program hours.

15. The budget sample provided includes the following program personnel:

Program Director: manages and supports the Site Director and the administrative aspects for the program. Duties include, but are not limited to: supporting in the development of program and curriculum; recruiting, hiring and supervising program staff; monitoring program quality and outcomes; negotiating programmatic issues; managing evaluations; developing and tracking budget; attending grantee trainings and meetings.

Site Director: provides hands-on supervision of all program activities. Duties include but are not limited to: hiring and supervising program staff, managing and directing program staff and activities; monitoring daily program quality; sourcing and providing program materials; substituting for staff as needed; managing parent and family communication; support in student mediation; coaching staff; and tracking student attendance. Program Instructors/Enrichment Specialists: Program Instructors and Enrichment Specialists

will lead academic and enrichment classes, develop unit plans and lesson plans, and maintain a safe, positive and productive environment for up to 100 students. Program Instructors will also lead daily recreation, community building and team building activities.

16. As LLS continues to expand its fee-based programming, additional resources will become available. We are confident that we can sustain and grow our current programs allowing us to provide additional resources, while saving for future agency growth and costs. The attached Form 990 demonstrates that LLS will have the agency funds to cover programmatic needs. LLS develops budgets that specify how funds will be allocated for each site. LLS reviews budget projections versus actual revenue and expenditures monthly in order for appropriate use of program funds. LLS Directors then decide how to use funds in order to ensure that programs have the proper amount of funding needed to provide services for the entirety of the program. All program expenses must be approved by both the Chief Executive Officer and Program Director before any funds are used. LLS currently contracts with ADP to provide payroll services for the agency. ADP provides staff payroll semi-monthly, W-2 Forms for staff annually, 1099 Forms for contractors annually, tax payments and payroll reports each pay period. LLS is currently working with Perry & Jones Accounting Services to submit taxes for previous fiscal years.

17. We have successfully exceeded our ADA consistently year after year. We are learning more about working towards serving as many unduplicated students as possible, with close collaboration with the school admin team and our ExPLO Managers. OUSD ExPLO has created a SpED Consulting Team to support us with special needs students on a case-by-case basis. We have been working with TK & Kinder students for several years before ExPLO mandated it, so we have a strong understanding of that age group's unique needs. In retrospect, we would like to put in requests for SpED support with ExPLO before the school year begins, knowing that we will have some returning SpED students from the previous year.

#4 LLS - OUSD - RFP - 2024 - Supporting Documents - Sample Schedule

Time	Group 1	2	3	4	5	6	7
	3B, Rm. 8 Janice	3A, Rm. 5 Val	4th, Rm. 3 Noelany	4th/5th, Rm. 2 Maestro Tito / Ivon	5th, Rm. 9 Kris	6th, Rm. 10 Marilyn	7th/8th, Port.23 Patty
1:00-1:15	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to Cateria	Clock In, head to Cateria
1:15-1:25 (10 min)	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Cateria + Attendance	Collect Students @ Cateria + Attendance
1:25-1:40 (15 min)	Welcome Circle: Rm. 8 or Upper Yard	Welcome Circle: Rm. 8 or Upper Yard	Welcome Circle: Rm. 3 or Upper Yard	Welcome Circle: Rm. 2 w/ Maestro Tito	Welcome Circle: Rm. 9 or Upper Yard	Welcome Circle: Rm. 10	Welcome Circle: Port. 23
1:40-1:55 (15 min)	Group Restroom/Water Re-fill	Group Restroom/Water Re-fill	Group Restroom/Water Re-fill	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	Icebreaker: Brainbreak/Teambuilding Activity Rm. 10	Icebreaker: Brainbreak/Teambuilding Activity Port. 23
1:55-2:05 (15 min)	Icebreaker: Rm. 8 or Upper Yard Brainbreak/Teambuilding Activity	Icebreaker: Rm. 5 or Upper Yard Brainbreak/Teambuilding Activity	Icebreaker: Rm. 3 or Upper Yard Brainbreak/Teambuilding Activity	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	Snack: Outdoor Picnic Tables OR Cateria 1:55-2:10	Group Restroom/Water Re-fills
2:05-2:20 (15 min)	Snack: Cateria OR Tables outside of Cateria doors	Snack: Cateria OR Kickball Diamond (if weather permits)	Snack: Cateria OR Picnic Tables @ Port. 24	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	Group Restroom/Water Refill (2:05-2:15)	Snack: Outdoor Picnic Tables OR Cateria
2:20-3:00 (40 min)	Activity Block 1: Rm. 8 Structured Activity//Homework	Activity Block 1: Rm. 5 Structured Activity//Homework	Activity Block 1: Outdoor Structured Activity	Snack: with Coach B @ Cateria OR Kickball Diamond (if weather permits) (2:20-2:40) //Rm. 2 20-2:40) //Rm. 2 Homework (2:40-3:00)	Activity Block 1: Picnic Tables @ Port. 25 (2:20-2:40) //Begin Homework (2:40-3:00)	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria
3:00-3:45 (45 min)	Activity Block 2: Outdoor Structured Activity	Activity Block 2: Outdoor Structured Activity	Activity Block 2: Rm. 3 Structured Activity//Homework	Activity Block 2: Gardening w/ Jose Luis Upper Garden	Activity Block 2: Rm. 9 Structured Activity//Homework	Activity Block 2: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 2: Yeah, Art!, Port. 23 (3:00-3:55)
3:45-4:30 (45 min)	Activity Block 3: Rm. 8 Structured Activity	Activity Block 3: Rm. 5 Structured Activity + Additional HW Time, if needed	Activity Block 3: Outdoor Structured Activity	Activity Block 3: Rm. 2 Structured Activity HW Time + Additional HW Time, if needed	Activity Block 3: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 3: (3:45 - 3:55 = Mindfulness & Meditation), Yeah, Art!, Rm. 10 (3:55-4:30)	Activity Block 3: Port. 23, Structured Indoor Activity//Homework
4:30-5:15 (45 min)	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cateria	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: (4:30 - 4:45= Mindfulness & Meditation) Structured Indoor Activity/Stations Port. 23 (4:45-5:15)	Activity Block 4: (4:30 - 4:45= Mindfulness & Meditation) Structured Indoor Activity/Stations Port. 23 (4:45-5:15)
5:15-5:30 (15 min)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms (5:35-5:45)	Clean-Up & Closing Circle in Classrooms
5:30-6:00 (30 min)	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	Students at Cateria (5:35-5:45)	Students at Cateria

#4 LLS - OUSD - RFP - 2024 - Supporting Documents - Sample Budget

Love. Learn. Success. - MLA - SAMPLE BUDGET 2024-2025

Site Name:	Melrose Leadership TK-5		ASES			ELO-P OFCY Match Funds		Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #:		%	Resource 6010, Program		%	Resource 2600, Program				
Average # of students to be served daily (ADA):	91.86		OUSD	Lead Agency		OUSD	Lead Agency	Lead Agency	OUSD	Lead Agency
TOTAL GRANT AWARD										
	OUSD Indirect (5.00%)		8,023.04			16,637.62				
	OUSD ASPO admin, evaluation, and Custodial Staffing and Supplies at 3.5%		6,171.57			0.00				
			5,217.51			0.00				
TOTAL SITE ALLOCATION										
			149,071.69			332,752.38				
1120	Quality Support Coach/Academic Liaison		2500			0			0	
1120	Certificated Teacher Extended Contracts-		0			0			0	
1120	Certificated Teacher Extended Contracts-									
1120	Certificated Teacher Extended Contracts-									
	Total certificated		2500	0		0	0	0	0	0
2205	Site Coordinator (list here, if district		0						0	0
2225	Culture Keeper (optional)		0						0	
			0							
	Total classified		0	0		0	0	0	0	0
3000's	Employee Benefits for Certificated Teachers		612.50			0				
3000's	Employee Benefits for Classified Staff on		0			0				
3000's	Employee Benefits for Salaried Employees		0	\$27,723.51		0	59396.3			
	Total benefits		612.50	27723.51		0	59396.3	0	0	0
4310	Supplies		0					10000	0	5000
4310	Curriculum		0						0	0
5829	Field Trips		0	0					0	0
4420	Equipment (including computers - OUSD		0						0	0
	Total books and supplies		0	0		0	0	0	10000	5000
5825	Site Coordinators - 40 hours/week X 40		0	\$50,000.00						
	4 Academic TK/K Program Insructors - 22					\$60,600.00		\$25,000.00		
5825	9 Academic ES Program Insructors - 22			\$32,948.43		\$159,651.57				
5825	2 Enrichment ES Specialists - 22			\$2,945.61		\$17,333.63		\$45,480.76		
5825	Program Director - 40 hours/week X 40			\$25,000.00				\$50,000.00		
	Total services		0	\$110,894.04		0	237585.2	0	120480.76	0
									0	0
									0	0
	Total value of in-kind direct services								0	0
	Lead Agency admin (5% max of total contracted \$ - 10% for ELOP)			7,341.63			35,770.88	19,572.11		30,847.01
	Subtotals DIRECT SERVICE	85.00	4,593.68	138,617.55	85.00	0.00	296,981.50	0.00	130,480.76	5,000.00
	Subtotals Admin/Indirect	15.00	17,930.94	7,341.63	15.00	16,637.62	35,770.88		19,572.11	30,847.01
	Total budgeted per column		22,524.61	145,959.18		16,637.62	332,752.38	0.00	150,052.87	0.00
	Total BUDGETED	100.00	168,483.80		100.00	349,390.00		0.00	150,052.87	0.00
	BALANCE remaining to allocate		0.00			0.00			36,018.00	0.00
	TOTAL GRANT AWARD/ALLOCATION TO		168,483.80			349,390.00			114,034.87	35,847.01

07/08/24

Love Learn Success
Profit and Loss Standard
July 2022 through June 2023

	<u>Jul '22 - Jun '...</u>
Ordinary Income/Expe...	
Income	
After School	3,233,815.52
Cox Academy	90,192.00
Ford	16,723.00
MLA Yard Duty	17,751.00
Summer Programmi...	331,526.01
Verde	32,373.00
	<hr/>
Total Income	3,722,380.53
	<hr/>
Gross Profit	3,722,380.53
	<hr/>
Expense	
Operational Expense	535,296.83
Payroll Expenses	2,716,574.41
Programmatic Expen...	85,086.62
	<hr/>
Total Expense	3,336,957.86
	<hr/>
Net Ordinary Income	385,422.67
	<hr/>
Net Income	385,422.67
	<hr/> <hr/>

Form 990 Department of the Treasury Internal Revenue Service	Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations) Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form990 for instructions and the latest information.	OMB No. 1545-0047 2022 Open to Public Inspection
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A For the 2022 calendar year, or tax year beginning **JUL 1, 2022** and ending **JUN 30, 2023**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization LOVELEARNSUCCESS Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 211 EBBETTS PASS ROAD City or town, state or province, country, and ZIP or foreign postal code VALLEJO, CA 94589 F Name and address of principal officer: David Becerra same as C above	D Employer identification number 46-2478873 E Telephone number 800-819-3110 G Gross receipts \$ 3,722,381. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: www.lovelearnsuccess.org		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		L Year of formation: 2013 M State of legal domicile: CA

Part I Summary

1	Briefly describe the organization's mission or most significant activities: See Schedule O.		
Activities & Governance	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	4
	5 Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	178
	6 Total number of volunteers (estimate if necessary)	6	0
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
Revenue	8 Contributions and grants (Part VIII, line 1h)	0.	0.
	9 Program service revenue (Part VIII, line 2g)	3,059,522.	3,722,381.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,059,522.	3,722,381.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,701,670.	3,171,401.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25)	0.	0.
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	155,639.	165,574.
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,857,309.	3,336,975.	
19 Revenue less expenses. Subtract line 18 from line 12	202,213.	385,406.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	1,234,854.	1,621,530.
	21 Total liabilities (Part X, line 26)	59,344.	60,614.
	22 Net assets or fund balances. Subtract line 21 from line 20	1,175,510.	1,560,916.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer David Becerra, CFO Type or print name and title	Date	
Paid Preparer Use Only	Print/Type preparer's name Kelly M. Jones	Preparer's signature	Date
		Check if self-employed <input type="checkbox"/>	PTIN P01082911
	Firm's name Jones & Perry, Inc.	Firm's EIN 46-4070947	
	Firm's address 1443 Main Street # 135-D Napa, CA 94559	Phone no. 916-481-0845	

May the IRS discuss this return with the preparer shown above? See instructions Yes No

See Schedule O for Organization Mission Statement Continuation

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:
LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS's programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. LLS Programs are

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 3,220,971. including grants of \$) (Revenue \$ 3,722,381.)
LLS provides after school and summer child care programs for elementary school children in multiple locatios in the bay area. The program includes a variety of academic, enrichment, and recreation classes and gives students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills. Many activities focus on fine arts, music and physical fitness.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 3,220,971.

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a	Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

		Yes	No
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24b			
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24c			
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
24d			
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
25b			X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
28a			X
b	A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
28b			X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
28c			X
29	Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
29			X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
30			X
31	Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
31			X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
32			X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
33			X
34	Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
34			X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
35a			X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
35b			
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
36			X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
37			X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O	X	
38		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable		
1a			
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable		
1b			
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return 2a 178		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year 7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12 10a		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities 10b		
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders 11a		
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year 12b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans 13b		
c	Enter the amount of reserves on hand 13c		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		X
17	Section 501(c)(21) organizations. Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.		

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13		X
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?		
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done		
13	Did the organization have a written whistleblower policy?		X
14	Did the organization have a written document retention and destruction policy?		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official		X
15b	Other officers or key employees of the organization	X	
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed CA
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records
The Organization - 800-819-3110
211 Ebbetts Pass Road, Vallejo, CA 94589

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A)	(B)	(C)	(D)
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e				
	f	All other contributions, gifts, grants, and similar amounts not included above ...	1f				
	g	Noncash contributions included in lines 1a-1f	1g \$				
	h	Total. Add lines 1a-1f					
Program Service Revenue	2 a	After school & summer	Business Code 611710	3,722,381.	3,722,381.		
	b						
	c						
	d						
	e						
	f	All other program service revenue					
	g	Total. Add lines 2a-2f		3,722,381.			
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6 a	Gross rents	(i) Real				
			(ii) Personal				
	b	Less: rental expenses ...	6b				
	c	Rental income or (loss)	6c				
	d	Net rental income or (loss)					
	7 a	Gross amount from sales of assets other than inventory	(i) Securities				
			(ii) Other				
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
d	Net gain or (loss)						
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18						
b	Less: direct expenses	8b					
c	Net income or (loss) from fundraising events						
9 a	Gross income from gaming activities. See Part IV, line 19						
b	Less: direct expenses	9b					
c	Net income or (loss) from gaming activities						
10 a	Gross sales of inventory, less returns and allowances						
b	Less: cost of goods sold	10b					
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue	11 a		Business Code				
	b						
	c						
	d	All other revenue					
	e	Total. Add lines 11a-11d					
12	Total revenue. See instructions			3,722,381.	3,722,381.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	253,750.	246,138.	7,612.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,573,057.	2,502,740.	70,317.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	93,688.	91,112.	2,576.	
10 Payroll taxes	250,906.	244,006.	6,900.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	1,295.		1,295.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	26,598.	26,598.		
12 Advertising and promotion				
13 Office expenses	6,893.	6,670.	223.	
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel	4,564.	4,427.	137.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	9,771.		9,771.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a Program expenses	85,087.	85,087.		
b Communication and techn	10,666.	5,333.	5,333.	
c Staff appreciation	7,393.		7,393.	
d Fingerprints and Livesc	6,768.	6,768.		
e All other expenses	6,539.	2,092.	4,447.	
25 Total functional expenses. Add lines 1 through 24e	3,336,975.	3,220,971.	116,004.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	879,669.	1	730,799.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	355,185.	4	890,731.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 4,869.		
	b Less: accumulated depreciation	10b 4,869.	0.	10c 0.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)	1,234,854.	16	1,621,530.	
Liabilities	17 Accounts payable and accrued expenses	59,344.	17	60,614.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	59,344.	26	60,614.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	1,175,510.	27	1,560,916.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
32 Total net assets or fund balances	1,175,510.	32	1,560,916.	
33 Total liabilities and net assets/fund balances	1,234,854.	33	1,621,530.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,722,381.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,336,975.
3	Revenue less expenses. Subtract line 2 from line 1	3	385,406.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,175,510.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,560,916.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F? _____		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____		

Form 990 (2022)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	5,274.	1,381.				6,655.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3	5,274.	1,381.				6,655.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						6,655.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4	5,274.	1,381.				6,655.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						6,655.
12 Gross receipts from related activities, etc. (see instructions)					12	13,002,779.

13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f))	14	100.00	%
15 Public support percentage from 2021 Schedule A, Part II, line 14	15	100.00	%
16a 33 1/3% support test - 2022. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input checked="" type="checkbox"/>			
b 33 1/3% support test - 2021. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>			
17a 10% -facts-and-circumstances test - 2022. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization <input type="checkbox"/>			
b 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization <input type="checkbox"/>			
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>			

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2021 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2022. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2021. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

- 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*
- 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).*
- 3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*
- b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in Part VI when and how the organization made the determination.*
- c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in Part VI what controls the organization put in place to ensure such use.*
- 4a Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*
- b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*
- c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*
- 5a Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*
- b **Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?
- c **Substitutions only.** Was the substitution the result of an event beyond the organization's control?
- 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in Part VI.*
- 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*
- 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*
- 9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in Part VI.*
- b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in Part VI.*
- c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in Part VI.*
- 10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*
- b Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*

	Yes	No
1		
2		
3a		
3b		
3c		
4a		
4b		
4c		
5a		
5b		
5c		
6		
7		
8		
9a		
9b		
9c		
10a		
10b		

Part IV Supporting Organizations (continued)

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
b	A family member of a person described on line 11a above?		
c	A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.		

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

Section E. Type III Functionally Integrated Supporting Organizations

1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a	<input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b	<input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c	<input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2	Activities Test. Answer lines 2a and 2b below.		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3	Parent of Supported Organizations. Answer lines 3a and 3b below.		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in Part VI.		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). See instructions.
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2022 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1 Distributable amount for 2022 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2022 (reasonable cause required - explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2022			
a From 2017			
b From 2018			
c From 2019			
d From 2020			
e From 2021			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2022 distributable amount			
i Carryover from 2017 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2022 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2022 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2023. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2018			
b Excess from 2019			
c Excess from 2020			
d Excess from 2021			
e Excess from 2022			

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization

LOVELEARNSUCCESS

Employer identification number

46-2478873

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors...?, 6 Did the organization inform all grantees...?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 2 columns: Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements held by the organization, 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution..., 3 Number of conservation easements modified..., 4 Number of states where property subject to conservation easement is located, 5 Does the organization have a written policy..., 6 Staff and volunteer hours devoted..., 7 Amount of expenses incurred..., 8 Does each conservation easement reported on line 2(d) above satisfy the requirements..., 9 In Part XIII, describe how the organization reports conservation easements...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 2 columns: Revenue included on Form 990, Part VIII, line 1; Assets included in Form 990, Part X. Rows include: 1a If the organization elected, as permitted under FASB ASC 958, not to report..., 1b If the organization elected, as permitted under FASB ASC 958, to report..., 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

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Schedule D (Form 990) 2022

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other		4,869.	4,869.	0.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2a		
	b Donated services and use of facilities	2b		
	c Recoveries of prior year grants	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2a		
	b Prior year adjustments	2b		
	c Other losses	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X, Line 2:

The Organization is exempt from income taxes under Section 501(c) (3) of the Internal Revenue Code and Section 23701(f) of the California Revenue and Taxation Code. There are no provisions for income tax expense accordingly. The Organization believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization's federal and state tax returns are subject to examination by the Internal Revenue Service and the Franchise Tax Board generally for three and four years, respectively, after they were filed.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization

LOVELEARNSUCCESS

Employer identification number
46-2478873

Form 990, Part I, Line 1, Description of Organization Mission:

LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS's programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after school hours. LLS Programs are closely aligned with the core values, academic goals and high quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities focusing on fine arts, music and physical fitness.

Form 990, Part III, Line 1, Description of Organization Mission:

closely aligned with the core values, academic goals and high quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities

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Schedule O (Form 990) 2022

Name of the organization

LOVELEARNSUCCESS

Employer identification number

46-2478873

focusing on fine arts, music and physical fitness.

Form 990, Part VI, Section B, line 11b:

Copies of the draft Form 990 were reviewed by key officers and members of the Board of Directors before it was filed.

Form 990, Part VI, Section B, Line 15b:

Salaries for officers are reviewed and approved by the Board of Directors.

Form 990, Part VI, Section C, Line 18:

Copies of the 990 are available at guidestar.org and upon request.

Form 990, Part VI, Section C, Line 19:

The organization makes available all documents that are a matter of public record upon request.

TAXABLE YEAR
2022

**California Exempt Organization
Annual Information Return**

228941 01-10-23
FORM
199

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) **07/01/2022**, and ending (mm/dd/yyyy) **06/30/2023**

Corporation/Organization name LOVELEARNSUCCESS		California corporation number 3549562
Additional information. See instructions.		FEIN 46-2478873
Street address (suite or room) 211 EBBETTS PASS ROAD		PMB no.
City VALLEJO	State CA	ZIP code 94589
Foreign country name	Foreign province/state/county	Foreign postal code

<p>A First return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>B Amended return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>C IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>D Final information return? <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy) •</p> <p>E Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other</p> <p>F Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series</p> <p>G Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>H Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name? _____</p>	<p>I Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>K Is the organization exempt under R&TC Section 23701g? • <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ _____</p> <p>L Is the organization a limited liability company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>M Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>N Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>O Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS _____</p>
---	--

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1 Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	3,722,381	00
	2 Gross dues and assessments from members and affiliates	2		00
	3 Gross contributions, gifts, grants, and similar amounts received	3		00
	4 Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	3,722,381	00
	5 Cost of goods sold	5		00
	6 Cost or other basis, and sales expenses of assets sold	6		00
	7 Total costs. Add line 5 and line 6	7		00
	8 Total gross income. Subtract line 7 from line 4	8	3,722,381	00
Expenses	9 Total expenses and disbursements. From Side 2, Part II, line 18	9	3,336,975	00
	10 Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	385,406	00
Filing Fee	11 Total payments	11		00
	12 Use tax. See General Information K	12		00
	13 Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14 Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15 Penalties and interest. See General Information J	15		00
	16 Balance due. Add line 12 and line 15. Then subtract line 11 from the result	16		00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer CFO	Date	Telephone 800-819-3110
	Preparer's signature	Date	Check if self-employed <input type="checkbox"/> PTIN P01082911
Paid Preparer's Use Only	Firm's name (or yours, if self-employed) and address JONES & PERRY, INC. 1443 MAIN STREET # 135-D NAPA, CA 94559	Firm's FEIN 46-4070947	Telephone 916-481-0845
	May the FTB discuss this return with the preparer shown above? See instructions <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

228951 01-10-23

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00	
	2	Interest	•	2		00	
	3	Dividends	•	3		00	
	4	Gross rents	•	4		00	
	5	Gross royalties	•	5		00	
	6	Gross amount received from sale of assets (See instructions)	•	6		00	
	7	Other income	•	7	3,722,381	00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	3,722,381	00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00	
	10	Disbursements to or for members	•	10		00	
	11	Compensation of officers, directors, and trustees	•	11	253,750	00	
	12	Other salaries and wages	•	12	2,573,057	00	
	Expenses and Disbursements	13	Interest	•	13		00
		14	Taxes	•	14	250,906	00
		15	Rents	•	15		00
		16	Depreciation and depletion (See instructions)	•	16		00
		17	Other expenses and disbursements	•	17	259,262	00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	3,336,975	00

Schedule L Balance Sheet		Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)	
Assets					
1 Cash		879,669		•	730,799
2 Net accounts receivable		355,185		•	890,731
3 Net notes receivable				•	
4 Inventories				•	
5 Federal and state government obligations				•	
6 Investments in other bonds				•	
7 Investments in stock				•	
8 Mortgage loans				•	
9 Other investments				•	
10 a Depreciable assets	4,869		4,869		
b Less accumulated depreciation	(4,869)		(4,869)		
11 Land				•	
12 Other assets				•	
13 Total assets		1,234,854			1,621,530
Liabilities and net worth					
14 Accounts payable		59,344		•	60,614
15 Contributions, gifts, or grants payable				•	
16 Bonds and notes payable				•	
17 Mortgages payable				•	
18 Other liabilities				•	
19 Capital stock or principal fund				•	
20 Paid-in or capital surplus. Attach reconciliation				•	
21 Retained earnings or income fund		1,175,510		•	1,560,916
22 Total liabilities and net worth		1,234,854			1,621,530

Schedule M-1 Reconciliation of income per books with income per return			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1 Net income per books	•	385,406	7 Income recorded on books this year not included in this return. Attach schedule
2 Federal income tax	•		8 Deductions in this return not charged against book income this year. Attach schedule
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8
4 Income not recorded on books this year. Attach schedule	•		10 Net income per return. Subtract line 9 from line 6
5 Expenses recorded on books this year not deducted in this return. Attach schedule	•		
6 Total. Add line 1 through line 5		385,406	
			385,406

CA 199	Other Income	Statement	1
<u>Description</u>		<u>Amount</u>	
	After school & summer programs		3,722,381.
	Total to Form 199, Part II, line 7		3,722,381.

CA 199	Compensation of Officers, Directors and Trustees	Statement	2
<u>Name and Address</u>	<u>Title and Average Hrs Worked/Wk</u>	<u>Compensation</u>	
Oanh Ngo 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Chief Executive Director/P 40.00	126,875.	
David Becerra 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Chief Financial Officer 40.00	126,875.	
Luisa Lopez Serrano 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Secretary 2.00	0.	
Brendan Henrique 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Treasurer 2.00	0.	
Azalea Corral 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Director 2.00	0.	
Megan Frogley 211 EBBETTS PASS ROAD VALLEJO, CA 94589	Director 2.00	0.	
Total to Form 199, Part II, line 11		253,750.	

CA 199	Other Expenses	Statement	3
<u>Description</u>		<u>Amount</u>	
Program expenses		85,087.	
Communication and techn		10,666.	
Staff appreciation		7,393.	
Fingerprints and Livesc		6,768.	
Other employee benefits		93,688.	
Accounting fees		1,295.	
Other professional fees		26,598.	
Office expenses		6,893.	
Travel		4,564.	
Insurance		9,771.	
All other expenses		6,539.	
Total to Form 199, Part II, line 17		259,262.	

CA 199	Fund Balances	Statement	4
<u>Description</u>		<u>Beg. of Year</u>	<u>End of Year</u>
Net assets without donor restrictions		1,175,510.	1,560,916.
Total to Form 199, Schedule L, line 21		1,175,510.	1,560,916.

TAXABLE YEAR
2022

Corporation Depreciation and Amortization

CALIFORNIA FORM
3885

Attach to Form 100 or Form 100W.

FORM 199

FEIN 46-2478873

Corporation name

California corporation number

LOVELEARNSUCCESS

3549562

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	\$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost)	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2023. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14 1 EQUIPMENT	07/01/13	3,507	3,143	200DB	5.00	0	
2 LAPTOP	2016						
3 LAPTOP	08/30/16	1,108	1,108	SL	5.00	0	
	2016-1						
	11/22/16	254	254	SL	5.00	0	
TOTALS		4,869	4,505				
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h)						15

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g)	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	

Part IV Amortization

(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19						
20	Total. Add the amounts in column (g)					20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44					21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12					22

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470

STREET ADDRESS:
1300 I Street
Sacramento, CA 95814
(916) 210-6400

WEBSITE ADDRESS:
www.oag.ca.gov/charities

**ANNUAL REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA**
Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-306, 309, 311, and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties. Revenue & Taxation Code section 23703; Government Code section 12586.1. IRS extensions will be honored.

<p><u>LOVELEARNSUCCESS</u> Name of Organization</p> <hr/> <p>List all DBAs and names the organization uses or has used</p> <p><u>211 EBBETTS PASS ROAD</u> Address (Number and Street)</p> <p><u>VALLEJO, CA 94589</u> City or Town, State, and ZIP Code</p> <p><u>800-819-3110</u> Telephone Number</p> <p><u>DAVID@LOVELEARNSUCCESS.ORG</u> E-mail Address</p>	<p>Check if: <input type="checkbox"/> Change of address <input type="checkbox"/> Amended report</p> <hr/> <p>State Charity Registration Number <u>CT0217174</u></p> <p>Corporation or Organization No. <u>3549562</u></p> <p>Federal Employer ID No. <u>46-2478873</u></p>
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ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311, and 312)
Make Check Payable to Department of Justice

Total Revenue	Fee	Total Revenue	Fee	Total Revenue	Fee
Less than \$50,000	\$25	Between \$250,001 and \$1 million	\$100	Between \$20,000,001 and \$100 million	\$800
Between \$50,000 and \$100,000	\$50	Between \$1,000,001 and \$5 million	\$200	Between \$100,000,001 and \$500 million	\$1,000
Between \$100,001 and \$250,000	\$75	Between \$5,000,001 and \$20 million	\$400	Greater than \$500 million	\$1,200

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2022 ending 06/30/2023) list:

Total Revenue (including noncash contributions) \$ 3,722,381 Noncash Contributions \$ 0 Total Assets \$ 1,621,530
 Program Expenses \$ 3,220,971 Total Expenses \$ 3,336,975

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: All questions must be answered. If you answer "yes" to any of the questions below, you must attach a separate page providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof, either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, were any organization funds used to pay any penalty, fine or judgment?		X
4. During this reporting period, were the services of a commercial fundraiser, fundraising counsel for charitable purposes, or commercial coventurer used?		X
5. During this reporting period, did the organization receive any governmental funding? SEE STATEMENT 5	X	
6. During this reporting period, did the organization hold a raffle for charitable purposes?		X
7. Does the organization conduct a vehicle donation program?		X
8. Did the organization conduct an independent audit and prepare audited financial statements in accordance with generally accepted accounting principles for this reporting period?		X
9. At the end of this reporting period, did the organization hold restricted net assets, while reporting negative unrestricted net assets?		X

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, the content is true, correct and complete, and I am authorized to sign.

DAVID BECERRA CFO
 Signature of Authorized Agent Printed Name Title Date

CA RRF-1	Information Regarding Governmental Funding Part B, Line 5	Statement	5
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Oakland Unified School District 1000 BROADWAY SUITE 440
OAKLAND, CA 94607
Contact: Martha Pena, (510) 879-2457
Contract amount: \$326,451.98

West Contra Costa Unified School District 1108 Bissell Avenue
Richmond, CA 94801
Contact: Kasey Blackburn-Jiron, (510) 421-1461
Contract amount: \$1,983,186.13

ALTHOUGH LOVELEARNSUCCESS IS REPORTING MORE THAN \$2M IN TOTAL REVENUE,
AN AUDIT WAS NOT PREPARED. TOTAL REVENUE LESS REVENUE FROM GRANTS AND
CONTRACTS FOR SERVICES WITH GOVERNMENTAL ENTITIES THAT REQUIRE AN
ACCOUNTING FOR HOW THE FUNDS WERE SPENT, IS LESS THAN THE \$2M
THRESHOLD.



Program Quality Assessment Performance Report

Prepared for: MELROSE LEADERSHIP
(Love Learn Success / Oakland Unified School District)

Type: Self Assessment

Form: School-Age PQA

Date prepared: 4 / 15 / 2019



This report describes the results of a Program Quality Assessment (PQA). This introduction will give you an overview of what is contained in your performance report and how you might use it to plan for improvement. For more information, visit <http://www.cypq.org>

When you are interpreting your performance report, here are a few tips to keep in mind:

- The performance data is given to help you improve your program.
- What is most important are the conversations that you have with your site team regarding improvement efforts.
- Comparisons against other data sets are shown to give you context to understand your own scores.

Follow this suggested sequence for reading and interpreting your performance report:

1. Examine the domains, scales, and items presented in the report. Consider: What scales and items make up each domain? What are the instructional practices that are measured by the assessment?
2. If your report shows a comparison against a large sample, consider: In what areas are you doing comparatively well? In what areas is there room for improvement?
3. Celebrate your strengths! Identify the items that you feel are successes in your program. What factors do you think contribute to these strengths?
4. What can you work on? After you have identified which items you think could use improvement, refer to the corresponding practice descriptions in the appropriate PQA. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

If you have questions regarding your report, please do not hesitate to contact the David P. Weikart Center for Youth Program Quality:
scoresreporter@cypq.org or 734-961-6900.

PQA scores range from 1.0 to 5.0. In general, scores can be interpreted as follows:



- Score of 1 = The practice is not in place
- Score of 3 = The practice is available to a limited extent or in a less advanced form
- Score of 5 = The practice is widely available and/or with great frequency

Scores between 4.0 and 5.0 are excellent in most categories. Scores between 1.0 and 2.0 can be a general cause for concern. Low scores on your performance report (relative to other scores in the report) may suggest areas of potential improvement.

The scores on your report reflect one of two methods - program self assessment or external assessment. Program self assessment is a team-based process in which managers and staff observe multiple program offerings and together score a single program-wide PQA. In external assessment, a trained, reliable external assessor visits your site to observe a single program offering and score a PQA based on the observation.

During scoring, a rater may mark certain items with an "X", as instructed in the instrument. A mark of an "X" indicates that the item was not applicable to the program offering observed. These items are excluded from the scale and domain averages, so as not to negatively impact the scores. Marking an item with an "X" differs from items scored a "1" for practices not observed during the program offering.

This performance report presents scores at three levels - domain, scale, and item. The descriptions below and Figure 1 will help you understand how the report is organized.

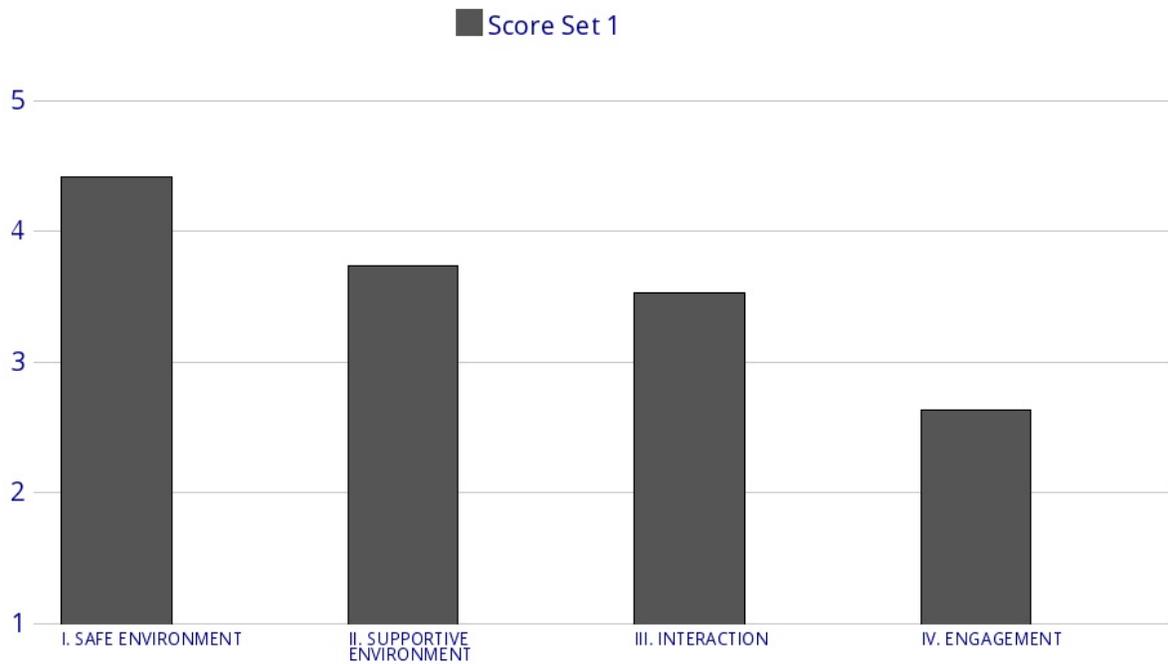
Domain Scores	Each domain consists of a group of related scales. The graph at the beginning of this report presents scores for the four domains of the PQA. For the Youth and School Age PQA, these are: Safe Environment; Supportive Environment; Interaction; and Engagement.
Scale Scores	Each scale is composed of specific items corresponding to evidence-based practices for that domain. The first table presents the scales that make up the domain.
Item Scores	Items represent performance at the level of practice. The second table presents the scores for each item. While the item names in the report are abbreviated, you can view full practice descriptions in the appropriate version of the PQA.

Scores are calculated using averages. Scales are averages of items and domains are averages of scales. The Total score at the bottom of the table is the unweighted average of the domain scores. The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality of the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site.

Figure 1. Sample performance report with labels

Domain	I. SAFE ENVIRONMENT		
Scale	Emotional Safety		1.00
Item	1	Positive emotional climate	1.00
	2	Lack of bias	1.00
	Healthy Environment		1.00
	1	Free of health and safety hazards	1.00
	2	Clean and sanitary	1.00

Program Observation Summary



Observation Identification	
Score Set # 1	
Tags:	Self MELROSE LEADERSHIP

Observation Details	
Score Set # 1	
PQA:	School-Age PQA
Date:	N/A
Forms:	2 forms
Offering:	N/A
Staff:	N/A

Summary Report

Score Set 1

I. SAFE ENVIRONMENT

4.41

Emotional Safety	4.50
Healthy Environment	4.50
Emergency Preparedness	4.43
Accommodating Environment	4.60
Nourishment	4.00

II. SUPPORTIVE ENVIRONMENT

3.73

Warm Welcome	3.67
Session Flow	4.40
Active Engagement	3.67
Skill-Building	3.80
Encouragement	3.00
Child-Centered Space	3.83

III. INTERACTION

3.52

Manage Feelings	2.50
Belonging	3.75
School-Age Leadership	3.50
Interaction with Adults	4.00

IV. ENGAGEMENT

2.63

School-Age Planning	2.33
School-Age Choice	2.50
Reflection	1.67
Responsibility	4.00

Instructional Total Score*

3.29

*The Instructional Total Score is the unweighted average of three of the four domains: Supportive Environment; Interaction; and Engagement. This score represents quality associated the instructional experience between staff and program participants. The Safe Environment domain is omitted from this score because items in this domain are typically mandated by organizations outside the site (e.g. Items in the Emergency Preparedness scale, which include questions about accessibility of fire extinguishers and first aid kits).

Detailed Report

I. SAFE ENVIRONMENT

Score Set 1

Emotional Safety **4.50**

1	Positive emotional climate	5.00
2	Lack of bias	4.00

Healthy Environment **4.50**

1	Free of health and safety hazards	4.00
2	Clean and sanitary	4.00
3	Adequate ventilation and lighting	5.00
4	Comfortable temperature	5.00

Emergency Preparedness **4.43**

1	Posted emergency procedures	4.00
2	Accessible fire extinguisher	5.00
3	Visible first-aid kit	5.00
4	Appropriate safety equipment	5.00
5	Supervised indoor entrances	4.00
6	Supervised access to outdoors	4.00

Accommodating Environment **4.60**

1	Sufficient Space	5.00
2	Suitable Space	5.00
3	Enough comfortable furniture	4.00
4	Flexible physical environment	4.00
5	(SA) Appropriately sized furniture	5.00

Nourishment **4.00**

1	Available drinking water	5.00
2	Plentiful food and drink	4.00
3	Nutritious food and drink	3.00

II. SUPPORTIVE ENVIRONMENT

Score Set 1

Warm Welcome **3.67**

1	Children greeted	3.00
2	Staff warm and respectful	4.00
3	Positive staff body language	4.00

Session Flow **4.40**

1	Starts and ends on time	3.00
2	Materials ready	5.00
3	Sufficient materials	5.00
4	Explains activities clearly	4.00
5	Appropriate time for activities	5.00

Active Engagement **3.67**

1	Children engage with materials or ideas	5.00
2	Children talk about activities	3.00
3	(SA) Children make connections	3.00

Skill-Building **3.80**

1	Learning focus linked to activity	4.00
2	Staff encourages youth to try skills	4.00
3	Staff models skills	4.00
4	Staff breaks down tasks	4.00
5	Support for struggling children	3.00

Encouragement **3.00**

1	Staff uses non-evaluative language	4.00
2	Staff asks open-ended questions	2.00

Child-Centered Space **3.83**

1	(SA) Well-defined interest areas	3.00
2	(SA) Sufficient materials in interest areas	5.00
3	(SA) Children's work displayed	3.00
4	(SA) Children select displays	3.00
5	(SA) Open-ended materials	3.00
6	(SA) Easily accessible materials	5.00
7	(SA) Thirty minutes interest-based activities	4.00

III. INTERACTION

Score Set 1

Manage Feelings 2.50

1	(SA) Staff acknowledges feelings	3.00
2	(SA) Staff asks children to explain situation	3.00
3	(SA) Helps children respond appropriately	3.00
4	(SA) Children suggest solutions	1.00

Belonging 3.75

1	Opportunities for children to get to know each other	4.00
2	Inclusive relationships	3.00
3	Children identify with program	4.00
4	(SA) Structured small group activities	4.00

School-Age Leadership 3.50

1	(SA) Practice group process skills	4.00
2	(SA) Opportunities to help another child	3.00
3	(SA) Structured opportunity to lead group	3.00

Interaction with Adults 4.00

1	(SA) Staff at eye level	4.00
2	(SA) Staff works side by side	4.00
3	(SA) Staff circulates	4.00
4	(SA) Staff interacts positively	4.00

IV. ENGAGEMENT

Score Set 1

School-Age Planning **2.33**

1	(SA) All children plan	2.00
2	(SA) Multiple planning strategies used	2.00
3	(SA) Share plans in tangible way	3.00

School-Age Choice **2.50**

1	(SA) Authentic choices	2.00
2	(SA) Open-ended choices	3.00

Reflection **1.67**

1	Intentional reflection	2.00
2	Multiple reflection strategies	1.00
3	Structured opportunities to provide feedback	2.00

Responsibility **4.00**

1	(SA) Opportunities for routine tasks	3.00
2	(SA) Staff do not intervene intrusively	5.00

Professional Development

Review the Domain, Scale, and Item scores in this report, then:

- Identify scales with a score lower than 3.00 (those that may be the best candidates for improvement action).
- Review the items within the identified scales.
- Use the chart below to locate the recommendation numbers that correspond to the scales that you have identified as needing improvement.
- The recommendation numbers correspond to specific professional development methods and resources (described on the last page of this report) that correspond to areas that have been identified as needing improvement.

Scale	Recommendation Numbers
Accommodating Environment	171
Active Engagement	111
Adult Partners	181
Belonging	131
Child Centered Space	171
Choice	181
Collaboration	141
Emergency Preparedness	171
Emotional Safety	1316171
Encouragement	121
Engagement	121
Healthy Environment	171
Interaction With Adults	181
Leadership	181
Manage Feelings	161
Nourishment	1101
Planning	151
Reflection	151
Reframing Conflict	161
Responsibility	181
School-Age Choice	181
School-Age Leadership	181
Session Flow	171
Skill Building	11121
Warm Welcome	12131

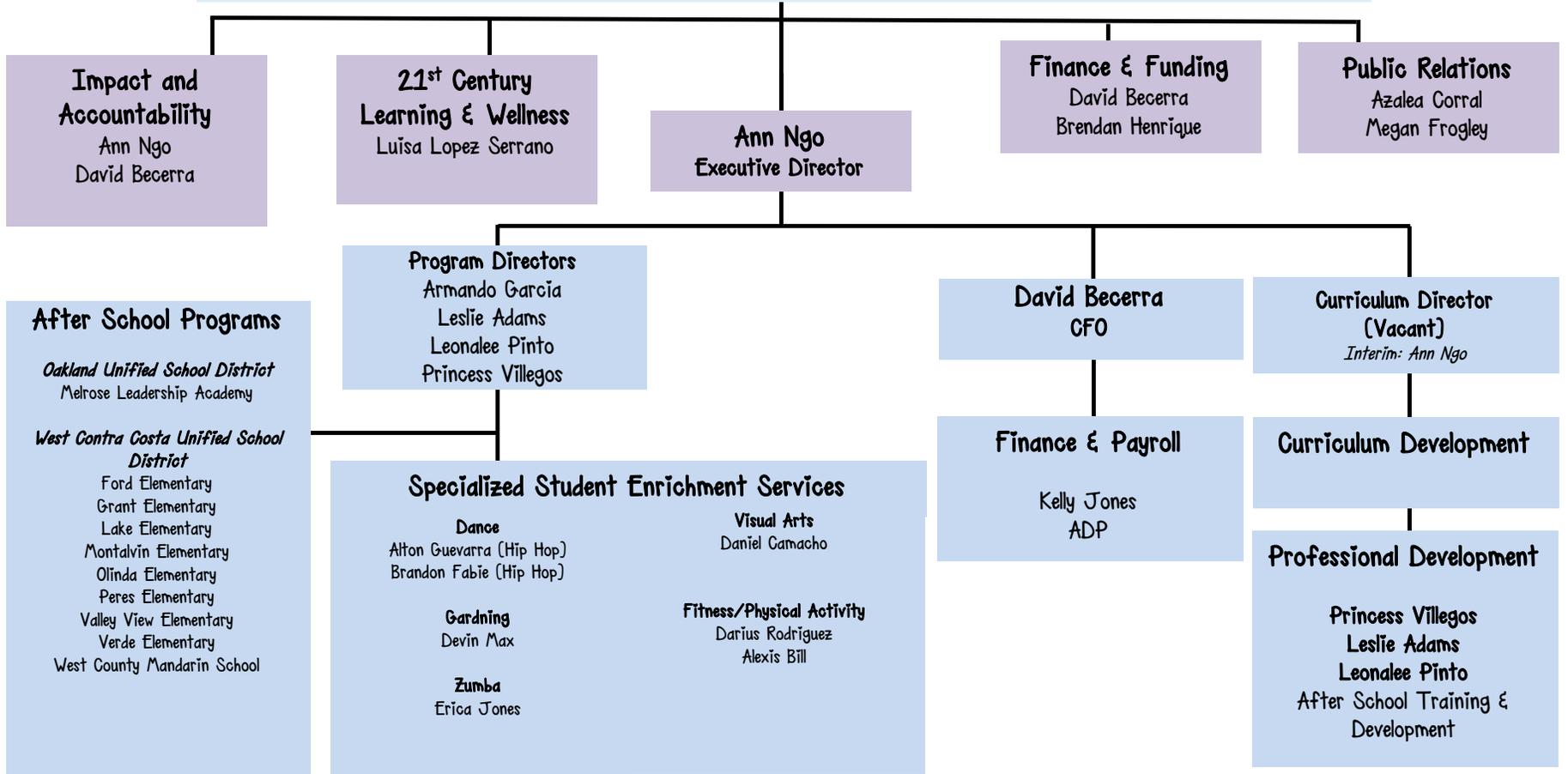
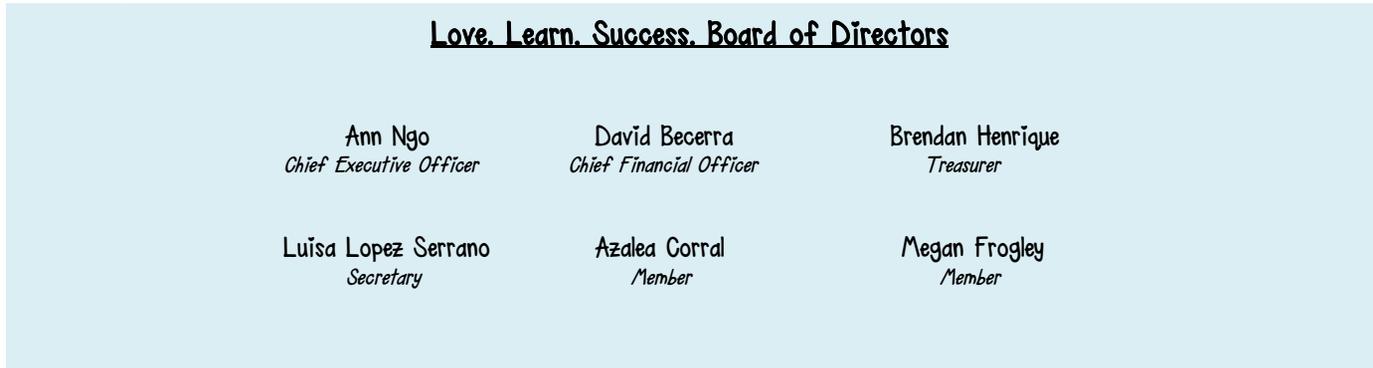
Recommendation Number	Method	Overview
1	Active Learning	Though hands-on activities can promote interest and support learning, cognitive activity is the key to meaningful learning (Mayer, 2004) ¹ .
2	Ask-Listen-Encourage	Positive relationships can open the gateway to learning. Studies find that relationships with "warmth, connectedness, good communication and support" aid in positive youth development and are connected to academic success (National Research Council and the Institute of Medicine, 2002) ² . Asking effective questions, listening to youth, and encouraging youth through positive and specific feedback can help to build positive relationships and may influence the intrinsic motivation of youth.
3	Building Community	Creating a safe space in which youth feel a sense of belonging is beneficial for their growth and learning (National Research Council and the Institute of Medicine, 2002) ³ . When youth get to know each other, don't leave other youth out, think of the program as theirs, and get recognized for their accomplishments, they build relationships with peers and adults.
4	Cooperative Learning	Providing young people an opportunity to participate in and lead small groups has a positive impact on classroom climate, self-esteem among students, internal locus of control, and time on task. Students in cooperative teams are more active, self-directing, and expressive, all of which may be associated with achievement gains.
5	Planning and Reflection	The skills of making plans for the future and learning from the past can help youth succeed in school and in life. These skills are tied into what brain scientists call executive functions, and play an important role in directing attention to tasks and decision making that connects with consequences.
6	Reframing Conflict	An approach in which adults support youth in addressing their conflicts and problems helps build a healthy, cohesive group and can produce growth and learning for young people. The HighScope youth-centered approach involves a nonthreatening, matter-of-fact attitude, and helps youth have a voice in determining both the cause and solution to the conflict. It is a problem-solving approach that seeks to turn conflicts into learning opportunities.
7	Structure and Clear Limits	Structure and clear limits can provide a strong foundation to a youth program. An appropriate structure with routines, activities, and rituals sets the stage. Clear limits establish what's okay and not okay and can ensure a safe program climate. When done well, structure and clear limits can provide the space kids need to explore and express themselves, a feeling of fairness, and the predictability that young people learn to count on to meet their needs (National Research Council and Institute of Medicine, 2002) ⁴ .
8	Youth Voice	Providing young people with chances to make decisions about their activities and how they carry them out can improve motivation and buy-in, and more importantly, offering choices in a youth program space gives youth a chance to practice for the bigger choices they'll make outside of the program.
9	Homework Help	Homework Help is an important feature of many youth programs. Providing time and support for young people to complete their homework can help with academic success. Effective homework support time may also help some young people develop effective study skills and habits for successfully organizing their time.
10	USDA Afterschool Snack Program	http://www.fns.usda.gov/cnd/afterschool/ http://healthymeals.nal.usda.gov/

¹ Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59, 14-19.

² National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 94-96.

³ National Research Council and the Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 96-99.

⁴ *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press. 91-94.



Every student in Love. Learn. Success. programs will love to learn and will carry that love to their own success!

#4 LLS - OUSD - RFP - 2024 - Supporting Documents - IRS Tax Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 29 2013**

LOVE LEARN SUCCESS
PO BOX 6325
OAKLAND, CA 94603-0325

Employer Identification Number:
46-2478873
DLN:
17053210338013
Contact Person:
ROGER W VANCE ID# 31173
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
February 13, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)



P.O. Box 15284
Wilmington, DE 19850

LOVE. LEARN. SUCCESS.
211 EBBETTS PASS RD
VALLEJO, CA 94589-1938

BANK OF AMERICA

Preferred Rewards

For Business

Customer service information

☎ 1.888.BUSINESS (1.888.287.4637)

🌐 bankofamerica.com

✉ Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

Your Business Advantage Relationship Banking Preferred Rewards for Bus Platinum Honors

for June 1, 2024 to June 30, 2024

Account number: 3251 3304 2050

LOVE. LEARN. SUCCESS.

Account summary

Beginning balance on June 1, 2024	\$493,781.87
Deposits and other credits	275,272.90
Withdrawals and other debits	-329,553.10
Checks	-0.00
Service fees	-0.00

Ending balance on June 30, 2024 **\$439,501.67**

Your account is enrolled in Balance Connect™ for overdraft protection. You can manage your overdraft protection preferences, including linked accounts, in Online and Mobile Banking.

of deposits/credits: 11

of withdrawals/debits: 15

of items-previous cycle¹: 4

of days in cycle: 30

Average ledger balance: \$358,879.23

¹Includes checks paid, deposited items and other debits

The Business Advantage Unlimited Cash Rewards credit card

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Plus get a **\$300 statement credit offer**.

Apply today — there's no annual fee!

Scan this code or call **888.895.4909**.



When you use the QRC feature certain information is collected from your mobile device for business purposes.

To qualify for the statement credit, make at least \$3,000 in Net Purchases with your card that post to your account within 90 days from account opening. One \$300 statement credit allowed per company. Restrictions apply. Offer subject to change without notice.

SSM-08-23-0008.B | 5822183



P.O. Box 15284
Wilmington, DE 19850

LOVE. LEARN. SUCCESS.
211 EBBETTS PASS RD
VALLEJO, CA 94589-1938

BANK OF AMERICA

Preferred Rewards

For Business

Customer service information

☎ 1.888.BUSINESS (1.888.287.4637)

📧 bankofamerica.com

✉ Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

Your Business Advantage Savings Preferred Rewards for Bus Platinum Honors

for June 1, 2024 to June 30, 2024

Account number: 3251 3304 3402

LOVE. LEARN. SUCCESS.

Account summary

Beginning balance on June 1, 2024	\$1,241,160.05
Deposits and other credits	40.69
Withdrawals and other debits	-0.00
Service fees	-0.00
Ending balance on June 30, 2024	\$1,241,200.74

of deposits/credits: 1

of withdrawals/debits: 0

of days in cycle: 30

Average ledger balance: \$1,241,161.40

Average collected balance: \$1,241,161.40

Annual Percentage Yield Earned this statement period: 0.04%.
Interest Paid Year To Date: \$235.69.



Important information about payment scams

We will never...

- call and ask you to send money using Zelle® to yourself or anyone else.
- contact you via phone or text to ask for a security code.
- reach out to you and ask you to send money or provide a code. If someone unfamiliar to you does this, it's likely a scam.

Treat Zelle® payments like cash – once you send money, you're unlikely to get it back.

Learn more about trending scams at bofa.com/helpprotectyourself

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SSM-09-23-0692.A | 6039180



JOB DESCRIPTION

Position Title: Site Director

Responsible to: Program Director

Employment Status: Full-Time Exempt

School Site/Location:

Job Summary:

Under the direction of the Love. Learn. Success. Program Director, the Afterschool Program Site Director is responsible for the oversight of all components of the after school program. The Site Coordinator will implement the program plan in coordination with site administration, parents and other stakeholders at the site.

Communication

- Regularly update agency coordinator, director, site admin, and partner agencies on all items related to after school programs.
- Work closely with Academic Liaison to identify students and coordinate student outreach for the Program, align activities with the regular school day, conduct assessments and surveys and implement evaluation tools.
- Develop and maintain positive parent relations through on-going parent workshops, services and/or special family events.
- Communicate with parents/guardians regarding student progress and performance.

Development and Implementation

- Manage day-to-day operations of the program.
- Facilitate regular after school staff meetings and trainings.
- Coach, supervise and provide professional development for staff
- Assure safety and supervision of children at all times, with a 20:1 (or lower) ratio of adults to children.
- Follow all district attendance guidelines and submit monthly attendance reports as requested.
- Maintain high visibility at the site of the Afterschool Program.



- Assure classrooms and other shared school spaces are well maintained and left as found.
- Develop and maintain a schedule of academic, recreational and enrichment activities.
- Assure accurate distribution and accounting of snacks.
- Coordinate with all site-based student support services.

Recruitment, Coordination and Collaboration

- Recruit and enroll program participants to meet grant average daily attendance requirements.
- Identify, train and supervise Program Instructors, teachers, volunteers, parents and community partners to implement academic, recreation and enrichment activities.
- Establish and maintain partnerships with community based organizations, public agencies, local universities, city agencies and other collaborators.

Fiscal Management

- Oversee budget development and expenditure tracking.
- Coordinate payment of employees by submitting appropriate timesheets on a timely basis to LLS and district offices that supports after school programs.

Additional Responsibilities:

1. Represent self and Agency in a professional manner.
2. Support and model Love. Learn. Success.' values, vision and mission.
3. Other duties as assigned by Program Director

Qualifications

- Any combination of 4 years experience working in a non-profit, school based, or youth serving agency or an undergraduate degree and experience.
- 2 years experience providing direct service to diverse youth.
- Experience implementing, managing, and evaluating projects
- Ability to work effectively with diverse district/school staff, parents and community members.
- Knowledge of youth development principles.
- Excellent written and verbal communication skills.
- Knowledge of PC/Mac operating systems and MS office suite
- Meets all state required conditions of employment including Livescan, Health screen and TB clearance.

Physical Demands:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals to perform the



essential functions. The noise level in the work environment is usually quiet and, at all times is within safe OSHA standards.

Communication

1. Communicates clearly and effectively, both verbally and in writing, with co-workers, supervisors, and youths.
2. Prepares clear and concise written reports and summaries
3. Must be able to comprehend, follow, and clearly convey instructions to others.
4. Must be computer proficient and be able to work on a computer for up to 20 hours per week.

Physical Activities

1. Must be able to handle or manipulate objects, tools, and operate controls.
2. Must be able to reach for stacked products, store and retrieve file boxes on high shelves.
3. Must be able to push, pull, lift and/or carry as much as 10 lbs.

I have read and understood the duties and responsibilities for my position as the After School Program Site Director.

Name: _____

Date: _____

Signature: _____



Community Bridges After-School Program by Love.Learn.Success.



IS HIRING NOW FOR THE '24-'25 SCHOOL YEAR

Join Our Team!



Location: Melrose Leadership Academy, Bilingual TK-8, Oakland

- TK through 2nd Grade @ Brann St. Campus
- 3rd Grade through 8th Grade @ Fleming Ave. Campus

If you have experience LEADING youth in athletic, recreational or diverse cultural activities and programs (Sports, arts and crafts, nature studies, music, dance, etc.) we encourage you to apply! Spanish speaking is a PLUS!

We are a growing non-profit organization looking for excited and dedicated individuals who would love the opportunity to create a meaningful after-school experience for elementary-age & middle-school aged students. We will provide professional development needed to support your success. Partnering with schools, Love. Learn. Success. offers social-emotionally enriched and engaging after-school experiences for all students.

COMPENSATION: \$20-\$30/HR. (DEPENDING ON PERTINENT EXPERIENCE, COLLEGE CREDITS & REFERENCES)

OPEN POSITIONS:

After-School PROGRAM INSTRUCTORS, Monday through Friday from dismissal of school day until 6pm (approx. 17-20 hours/week)

THE ROLE:

After-School Program Instructor will plan, engage and support students during after school hours. Be a collaborative partner who can work both independently and as part of a diverse team.

JOB DUTIES:

- Promote a safe and positive classroom environment
- Model positive & proactive attitudes, behaviors and language
- Prepare age-appropriate activity plans for designated student group (up to 20 students) at least 2 weeks in advance
- Facilitate Welcome Circle & Closing Circle daily
- Actively facilitate 2-3 planned, structured recreational, enrichment, or academic activities (mix of indoor/outdoor) with designated student group daily
- Facilitate Snack time in compliance with OUSD Nutritional Services
- Record student attendance in compliance with grant funding and submit daily to the Site Coordinator no later than fifteen minutes into the start of your session each day.
- Manage student behavior through use of positive reinforcement strategies and communicate any incidents to the Site Coordinator in real-time
- Maintain accurate & timely reporting procedures
- Meet deadlines with consistency
- Ensure that all shared school spaces, supplies & equipment are left clean and orderly
- Attend Staff training days (August) and professional development days (3) throughout the school year, all of which will be held during weekday program hours.
- Arrive to work at your scheduled time every day and be prepared to work
- Communicate & respond regularly with Site Coordinator, in a professional, cooperative manner
- Maintain positive working relationship with families, school site staff & co-workers
- Other duties, as assigned

QUALIFICATIONS:

- Education & Experience:
 - College experience with 48 (or more) college units -OR-
 - Able to successfully pass the Alameda County Office of Education's Instructional Aide Exam (8th grade subject matter in English)
 - -AND- Prior experience working with youth
- Must possess valid state identification or valid passport
- Must possess valid Social Security Card
- Must pass Department of Justice criminal background check
- Negative Tuberculosis test/clear chest X-ray
- Must have a general knowledge of basic elementary and middle school subjects
- Must possess and/or consistently work towards strong classroom & behavioral management skills
- Must maintain confidentiality and demonstrate a high degree of integrity

ESSENTIAL FUNCTIONS:

- Ability to be mobile for several minutes at a time, to move with the assigned student group, interact with, and visually scan surroundings for the duration of shift
- Ability to lift and carry 20-25 pounds (full snack crates, arts & craft supplies, etc.)
- Ability to access an email account
- Ability to commit to a full academic school year

PERSONAL QUALITIES:

- Maintain a "growth mindset"
- Open to building workplace relationships with a diverse community
- Ability to use professional feedback to improve performance and grow
- Desire to continue learning and diversifying approach to working with youth
- Willingness to focus on collective goals when dealing with varying challenges

SCHEDULE LOGISTICS:

- All-Staff Training Week: Monday, August 5th through Friday, August 9th, 2024
- First day of school/program: Monday, August 12, 2024
- Last day of program: Wednesday, May 28, 2025
- All holidays are according to the OUSD Academic Calendar
- Average work hours per week ~17-20 hours, depending on Early Dismissal Days vs. Regular Dismissal Days
- Work hours are from the dismissal of the school day until 6:00pm Mon-Fri
 - **Minimum Dismissal Day Start Time:** 12:30pm (first 2 weeks of the school year + all Wednesdays + several floating days throughout the school year)
 - **Regular Dismissal Day Start Time:** 2:25pm

HOW TO APPLY:

- Email Princess Villegos, Program Director: pvillegos@lovelearnsuccess.org
 - Personal resume
 - Attach at least 2 professional references with names & contact information

WE LOOK FORWARD TO MEETING YOU SOON!





Secretary of State Certificate of Status

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, hereby certify:

Entity Name: LOVE. LEARN. SUCCESS.
Entity No.: 3549562
Registration Date: 02/13/2013
Entity Type: Nonprofit Corporation - CA - Public Benefit
Formed In: CALIFORNIA
Status: Active

The above referenced entity is active on the Secretary of State's records and is authorized to exercise all its powers, rights and privileges in California.

This certificate relates to the status of the entity on the Secretary of State's records as of the date of this certificate and does not reflect documents that are pending review or other events that may impact status.

No information is available from this office regarding the financial condition, status of licenses, if any, business activities or practices of the entity.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of July 10, 2024.

SHIRLEY N. WEBER, PH.D.
Secretary of State

Certificate No.: 227427432

To verify the issuance of this Certificate, use the Certificate No. above with the Secretary of State Certification Verification Search available at bizfileOnline.sos.ca.gov.

Love Learn Success

EIN: 46-2478873 | Vallejo, California, United States

Other Names

LOVELEARNSUCCESS

Publication 78 Data

Organizations eligible to receive tax-deductible charitable contributions. Users may rely on this list in determining deductibility of their contributions.

On Publication 78 Data List: Yes

Deductibility Code: PC [?](#)

Determination Letter

A favorable determination letter is issued by the IRS if an organization meets the requirements for tax-exempt status under the Code section the organization applied.

Final Letter(s)

[FinalLetter 46-2478873 LOVELEARNSUCCESS 07242013 01.tif](#)
[\[https://apps.irs.gov/pub/epostcard/dl/FinalLetter_46-2478873_LOVELEARNSUCCESS_07242013_01.tif\]](https://apps.irs.gov/pub/epostcard/dl/FinalLetter_46-2478873_LOVELEARNSUCCESS_07242013_01.tif)

Copies of Returns (990, 990-EZ, 990-PF, 990-T)

Electronic copies (images) of Forms 990, 990-EZ, 990-PF or 990-T returns filed with the IRS by charities and non-profits.

 **Tax Year 2022 Form 990**

✓ **Tax Year 2021 Form 990**

✓ **Tax Year 2020 Form 990**

✓ **Tax Year 2019 Form 990**

✓ **Tax Year 2018 Form 990**

✓ **Tax Year 2017 Form 990**

✓ **Tax Year 2017 Form 990**

✓ **Tax Year 2016 Form 990**



211 Ebbetts Pass Road - Vallejo, CA 94589

Board of Directors - 2024

Ann Ngo
Chief Executive Officer, LLS

David Becerra
Chief Financial Officer, LLS

Luísa Lopez Serrano - Secretary
Teacher, West Contra Costa Unified School District

Brendan Henrique - Treasurer
Teacher, West Contra Costa Unified School District

Azalea Corral - Member
Training & Education Manager, Pacific Pride Foundation

Megan Frogley - Member
Graduate Tutor, University of California Berkeley





Notice of Board Meeting
 Love. Learn. Success.
 Tuesday, January 23, 2024
 7:15 -8:15 PM

AGENDA

What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of December 5, 2023 c. HAPPY NEW YEAR!	<ul style="list-style-type: none"> - Present - Clarify - Check for Agreement - Vote 	Ann	5
2. Review Love. Learn. Success. Vision (Theory of Change)	<ul style="list-style-type: none"> - Present - Clarify 	Ann	20
3. Review Love. Learn. Success. Theory of Action	<ul style="list-style-type: none"> - Present - Clarify 	Ann	20
4. Next Steps	<ul style="list-style-type: none"> - Present - Brainstorm - Clarify 	Ann	10
5. Call meeting Adjournment	<ul style="list-style-type: none"> - Present - Agree 	Ann	5





Meeting began at 7:15 with the following present: David, Ann, Aza

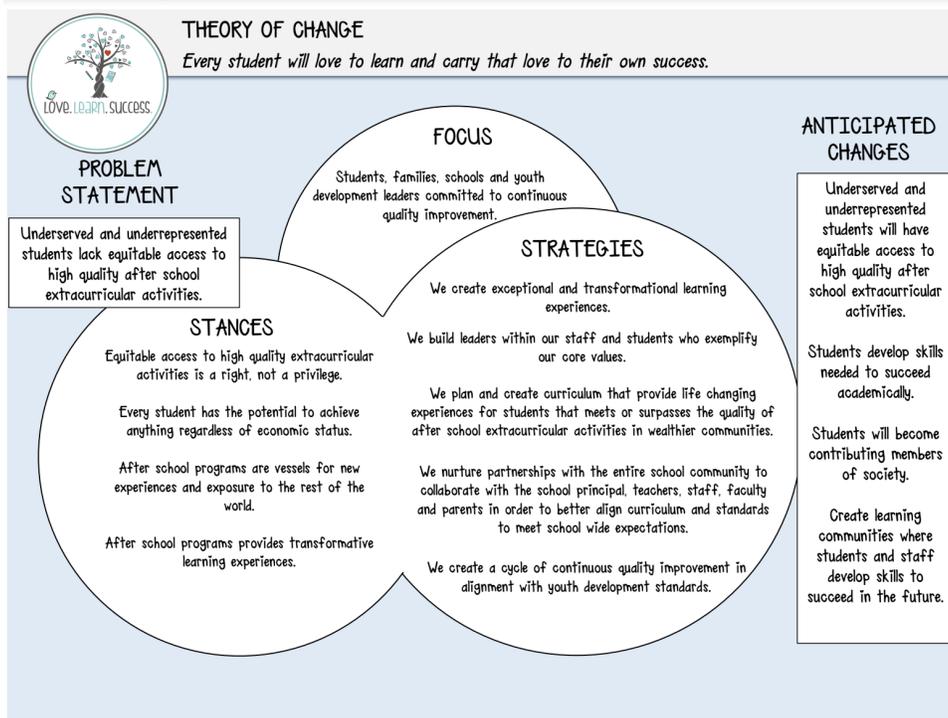
Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting on December 5, 2023
- Board Approval of Minutes
 - o Who motions to approve? Ann motions go approve
 - o Who seconds? Brendan motions to second
 - o All Vote: All approved
 - o Luisa signs off

2. Theory of Change

- What is this?
 - o This is the big picture of Love. Learn. Success.



- o Strategies to get to where we want to be (Stances: which needs to be revised)
 - started in 2014 and revisited during pandemic





Notice of Board Meeting
Love. Learn. Success.
Tuesday, January 23, 2024
7:15 -8:15 PM

- Azalea asks: How do we compare to wealthier programs?
 - David shares that we don't have a concrete way to measure this, but the reason why we started LLS was to provide a service that's free AND high quality because our kids deserve it.
- Megan asks: Do we follow students after they leave the program?
 - David says that typically students move away but it would be amazing to see that!
 - Ann shared that LLS is a transformative experience. Student success does not necessarily mean a 4 year college. What we do measure is the satisfaction of their enrichment classes
- Brendan Asks: How are 3 and 4 different?
 - Ann shared that afterschool program
 - David said there are lots of interactive ways to show students the world that does not need money and a plane ticket
 - 3 is the space and climate you want to create, 4 is the impact on the students
- Megan asks: What skills are we building with the kids to succeed academically?
 - Ann reviews around building community and second step curriculum. Each part is associated with a specific skill, by using strategies such as think pair share, sentence stems etc. Not common core but there are sessions that are built up with a project or performance ending the event
 - David shares that academics doesn't go away, it's always there. The life skills/ basic skills are there. We build the skills students need to participate in the art. Overall academics should increase. We don't have a way to measure this though
 - Students develop skills needed to succeed academically:
- What are the core values of LLS?

3. Theory of Action (Strategic Plan)



THEORY OF ACTION MODEL

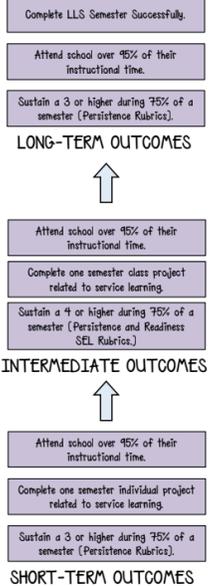
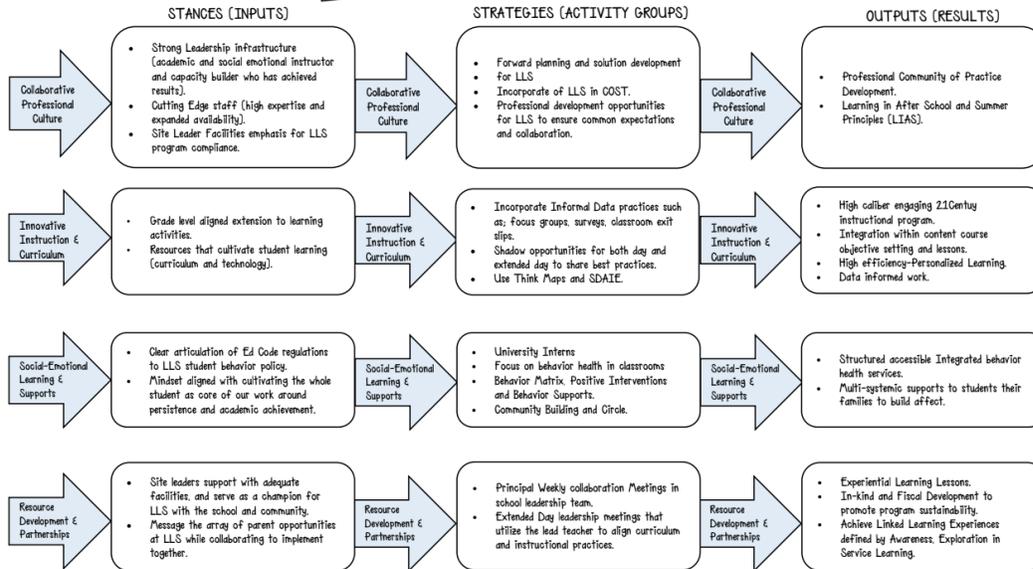
Appendix 6

PROBLEM STATEMENT

Underserved and underrepresented student lack equitable access to high quality after school learning and enrichment instructional experiences.

GOAL

Directly connect students of marginalized backgrounds to a variety of extended day learning platform so that they have an array of opportunities to develop 21st Century learning competencies in order to persist and acquire dispositions necessary to navigate successfully in school and life.



4.

- Problem Statement: main goal
 - Observation: Problem statement differs from the theory of change.
- Buckets of cornerstones that we like to achieve
- Stances
 - Strong Leadership infrastructure (academic and social emotional instructor and capacity builder who has achieved results).
 - Cutting Edge staff (high expertise and expanded availability)
 - Site Leader Facilities emphasis for LLS program compliance.

Comment: This document can be more streamlined and the information is very repetitive. Who is this for? It's a busy document. Go for impact. What is the highest leverage? It mixes granular and high level language. Think about what the next steps for LLS are and how to get there. What is the data that we need to look at? Can we create a timeline for long term outcomes that we can share to families?

David: Next time streamline this information so we can create something we want to create. Who is this document for? Staff? Board? Family? How can we share our LLS outcomes? What do we bring to the table that's different from other after school programs?





Notice of Board Meeting
Love. Learn. Success.
Tuesday, January 23, 2024
7:15 -8:15 PM

Ann: How can we provide this amazing experience? I can measure that by smiles and their presence. We are not here to track. How do we cultivate this vision of our afterschool program even in those areas that students need support?

- Strategies are steps to get to our goals
- Outputs or Results
 - Short Term: Year by Year
 - Immediate: 2-3 years
 - Long Term: 3-5 Years

NOTE: SDAIE- Specialized Designed Academic Instruction in English (ELL / ELA / NC)

emphasizes the concept of comprehensible input - very simply, making concepts understood by the learner.

This is accomplished through the use of:

- Realia (real objects and materials)
- Manipulative (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- Visuals (study-prints, overhead-projected prints, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, and webs)

As you review, please keep track of the following

- Questions? Anything that needs clarification
- Remove anything that is no longer is relevant to achieve a goal
- Updates / modifications:
 - Vocabulary
 - Semantics
 - Process
 - Grouping of umbrella goals / cornerstones

5. Brainstorm: List of Areas of Focus

- Board development: do we need more?
 - If so, then what?
- Committees?
- WHAT ELSE? (our ideas)
 - PBIS





Notice of Board Meeting
Love. Learn. Success.
Tuesday, January 23, 2024
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- SEL
- Day school alignment and how?
- Day school partnership
 - Literacy night
 - Winter events
- Process of own aides for students of needs
- What do we bring to the table that makes us different?

6. Next Steps

- Ann will share a google doc draft of the Theory of Change and Theory of Action by the end of the week (1/26)
 - Next Board Meeting Date: February 7th at 7:15PM. Brendan shared a google calendar invite.
 - By the beginning of the Board Meeting we will need: to have completed comments on both documents so we can discuss them for our next meeting
2. Ann motions to adjourn the meeting at 8:13
 3. Megan seconds. Everyone agrees.
 4. Adjourned the meeting at 8:13





Notice of Board Meeting
 Love. Learn. Success
 Tuesday, December 5, 2023
 6:00pm-7:00pm

AGENDA

What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of June 7, 2023 / Email Exchanges	<ul style="list-style-type: none"> - Present - Clarify - Check for Agreement - Vote 	Ann	5
2. Recognition and Updates	<ul style="list-style-type: none"> - Share 	ALL	5
3. Executive Director Report a. Enrollment / Attendance Update b. Update on Current Projects 2023-2024 School Year c. Staffing	<ul style="list-style-type: none"> - Present - Clarify 	Ann	20
4. Chief Financial Officer Report a. LLS Financial Status b. Winter Event	<ul style="list-style-type: none"> - Present - Clarify - Discussion 	David	20
5. Board Meeting Date Agreement a. Board Duties and Brainstorm b. Timeline of Recruitment c. Next Board Meeting	<ul style="list-style-type: none"> - Present - Clarify - Vote 	Ann	5
6. Call meeting Adjournment	<ul style="list-style-type: none"> - Present - Agree 	Ann	5





Notice of Board Meeting
 Love. Learn. Success
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 6:00pm-7:00pm

Meeting started at 6:02 with the following members present:

- David Becerra
- Ann Ngo
- Luisa Lopez Serrano
- Brendan Henrique
- Megan Carter
- Azalea Corral

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting on June 7, 2023 / Email Exchanges
- Board Approval of Minutes
 - o Who motions to approve? - Ann motions
 - o Who seconds?- Brendan Seconds
 - o All Vote
 - o Secretary signs off - approved

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- Ann would like to appreciate our new Executive Assistant, Amy Farias for stepping into her role to monitor attendance data, branding our Agency through Swag / Events, and planning for our LLS Winter Staff Event. She has gone above and beyond to support various sites in the completion and tracking of supper reports.
- David would like to appreciate 2 site directors: Leslie Adams and Emily Lee. Leslie has been a huge support to the whole team. Emily came back mid October after having open heart surgery. They are both so dedicated and are a huge support for the sites.

Executive Director Report

WCCUSD (ASES, ELOP)

School	Current Enrollment	Actual ADA	ADA Goal	% of ADA Goal
Ford	150	110.97	137.45	71.71
Grant	180	95.57	83.31	84.57
Lake	151	110.97	81.00	80.83





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MLA (OUSD)	275	TBD	91.86	TBD
Montalvin	105	83.89	83.31	100.70
Peres	128	110.6	111.43	99.26
Valley View	69	TBD	60	TBD
Verde	82	68.61	82.71	82.95
WCMS	172	TBD	25	TBD

***ADA: Average Daily Attendance**

- Melrose 210
- Mandarin over 100
- Valley View 40

Goal of 85% MINIMUM

- Average daily attendance: 930 students
- All schools have had an increase in enrollment
- Price per student: \$10.18 per student per day

Update on LLS Current Projects

Each school had an increase of funding.

- WCGUSD Contracts WCGUSD (ASES, ELOP) - \$2,210,156
- Ford Elementary (141 Students)
 - Contract Amount: \$234,200.00
 - Staff
 - 1 Site Director (FT) - Abilene Murrillo
 - 7 Program Instructors (PT)
 - 2 Enrichment Specialists (PT)
- Grant Elementary (Students)
 - Contract Amount: \$399,698.00
 - Staff
 - 1 Site Director (FT) - Kahn Manivan
 - 1 Program Assistant
 - 11 Program Instructors (PT)
 - 1 Enrichment Specialists (PT)
- Lake Elementary (Students)
 - Contract Amount: \$361,875.00





Notice of Board Meeting
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6:00pm-7:00pm

- Staff
 - 1 Site Director (FT) - Liliانا Reyes (Maternity leave) / Interim SD : Sofia Gomez
 - 1 Program Assistant
 - 9 Program Instructors (PT)
 - 1 Enrichment Specialists (PT)
- Montalvin (Students)
 - Contract Amount: \$325,709.00
 - Staff
 - 1 Site Director (FT) - Brenden Slevin & Sindy Tellez
 - 7 Program Instructors (PT)
- Peres (Students)
 - Contract Amount: \$406,475.00
 - Staff
 - 1 Site Director (FT) - Brenda Ruiz
 - 1 Program Assistant
 - 11 Program Instructors (PT)
- Verde Elementary (Students)
 - Contract Amount: \$270,809.00
 - Staff
 - 1 Site Director (FT) - Yessica Leon-Corona
 - 4 Program Instructors (PT)
- Valleyview Elementary (ADA 80 and at 40 ADA Present)
 - Contract Amount: \$211,390.00
 - 1 Site Director (FT) - Alexis Bill
 - 5 Program Instructors (PT)
 - Bringing students from Olinda Elementary School.
 - The district is paying for bus transportation
- West County Mandarin School
 - Contract Amount: \$172,950.00
 - Parent Fees Included based on a sliding scale
 -

Good retention rate. Staff is supported and everyone received a raise so only a few have side jobs.

4. Chief Financial Officer Report

- Budgets Breakdown (Emailed)
 - actual amount is higher than what was projected





Notice of Board Meeting
Love. Learn. Success
Tuesday, December 5, 2023
6:00pm-7:00pm

- David will create a mid year projection with updated numbers
-
- A pie chart of all programs and the percentage of their amount of the operational budget.
- A summary of all expenses divided into two categories: 1. Programmatic Expenses 2. Operational Expenses
- Cash Balance is the amount that would be unspent at the end of the year.
- A list of specific school sites within each district.
- Total number of projected Full Time and Part Time Employees.

Budget Update

- Currently in LLS Accounts (Cash on hand) - \$1,247,435.31
 - 3-4 months of rainy day savings
- Outstanding invoices - \$500,508 (WCCUSD)
 - OUSD invoice is pending of at least 100,000
 - Invoices are paid over 3 months later
- Balance Sheet (as of 11/30) - \$1,483,572.72
- Taxes for FY 2022-2023 completed (7/1/22-6/30/22)
 - Operating expense for 2022-2023 school year - \$3,722,381
- Current Contract Amounts - \$2,534,047 (additional \$229,146 more than projected)
- LLS has completed the tax for the Fiscal Year 2022-2023

Winter Celebration

4. Board 2023-2024 Meeting Scheduling & Updates

- *David will send an invite December 16th and 5 PM for LLS's 10 year celebration/ staff appreciation*
- *Next Tuesday-Thursday there will be a showcase at various schools. All board members are welcomed to attend*
- *Follow LLS's instagram: @love.learn.success*

- **Board Members** are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.
- A board member agreement is the promise a board member makes when accepting a position for nonprofit board service.
- Moving forward, what do we want board members to do with 2 hours a month
 - What are some areas of growth?
 - Gather data from the team, maybe a staff survey?





Notice of Board Meeting
Love. Learn. Success
Tuesday, December 5, 2023
6:00pm-7:00pm

-
- All nonprofits need PR and branding but what does LLS need at the moment?
- Why LLS vs other companies?
- Ann will share the plans that were created for LLS
- David will lead next meeting to help facilitate conversion around 6 month plan
-
- Although is not a legal agreement document, it is an internal agreement, asserting the board members' commitment to the organization in addition to an understanding of the general board responsibilities according to compliance and internal Bylaws.
- In order to be in compliance, we have to meet QUORUM. Which means that there should be less Interested than Uninterested Members, Hired vs. Non LLS Hired
 - In order to be in compliance right now, we shall only fill 3 Chairs, President, Secretary, and Treasurer. Review BOARD JOB DESCRIPTIONS.
 - Ann: President Interim
 - Brenden Henrique: Treasurer
 - Luisa Serrano: Secretary
 - Azalea Corral
 - David (Advisory Chair Representative)
 - Megan Frogley (Board Member)
 - Vote
- GOAL: Total of 5 Board Members and 10 in the near future.
- Brainstorm where we can find our potential Board Members
 - School colleagues
 - Friends
 - School Network
- \$1,000 Board stipend: Megan's start day was: June 7, 2023
 - o NEXT Board Meeting date for the 2023-2024 fiscal year.
 - o January 16th 6:00-7:00pm
 - o In-order to, better leverage time and deliverables. Please share your feedback.
- 5. Call Meeting to Adjournment**
 - Ann calls meeting to be adjourned at 6:48
 - o David seconds
 - o Motion passes





AGENDA			
What (content)	How (process)	Who (lead)	Time (minutes)
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes February 16, 2023	<ul style="list-style-type: none"> - Present - Clarify - Check for Agreement 	Ann	3'
2. Recognition and Celebrations	<ul style="list-style-type: none"> - Share 	ALL	5"
3. Executive Director Report a. Board Member Commitments b. Interview of Potential Board Member: Megan Frogley	<ul style="list-style-type: none"> - Present - Clarify - Discussion 	Ann	30'
4. Next Steps for Board Member Recruitment a. Next June 14, 2023 Meeting a. 1-2 Candidates for LLS Board b. Updates on New LLS Projects c. Staff stipends	<ul style="list-style-type: none"> - Present - Clarify - Discussion - 	Ann	5
8. Call meeting Adjournment	<ul style="list-style-type: none"> - Present - Agree 	Ann	2'





Notice of Board Meeting
Love. Learn. Success
June 7, 2023
Zoom Meeting

Official Start at 5:04pm
Next week Wednesday 6/7/23

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: February 16, 2023
- Board Approval of Minutes
 - o Who motions to approve? *David motions to approve*
 - o Who seconds? *Brendan seconds*
 - o All Vote-unanimous approval
 - o *Luisa signs off*

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- Ann would like to appreciate Leonalee Pinto, Ford Site Director, for all that she has done with Love. Learn. Success. She is leaving temporarily for health reasons, but will return. When she does in January, she will be a Program Director. David shared she is a superstar employee and wants to recognize her for all her work and for transforming the program.
- Ann would like to appreciate Yessica Leon Corona, Verde Site Director, for taking on the Summer Program Program Director position and truly pushing herself to support training, coaching, and planning for summer during the weeks of June 13-July 20.
- Luisa would like to celebrate all her students' hard work. They had an awards celebration today and she was so happy to see all the students perform and receive school wide recognition.
- Brendan would like to recognize Andy Castro, who got his start in education at LLS and share that he may want to join the board in the future.

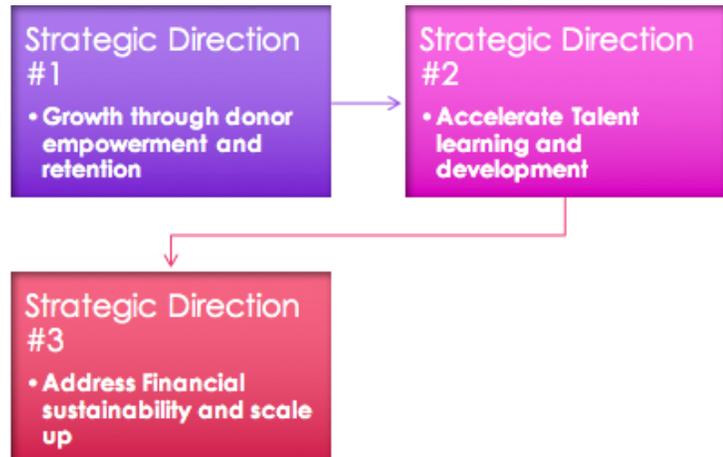
3. Executive Director Report

- Board Mission
Board is the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the **nonprofit** has adequate resources to advance its **mission**.
- Board Priority Plan
Clear actionable goals, activities and targets.





Notice of Board Meeting
Love. Learn. Success
June 7, 2023
Zoom Meeting



- Board Commitments

A board member agreement is the promise a board member makes when accepting a position for nonprofit board service. It is not a legal document but an internal agreement, asserting the board member's commitment to the organization in addition to an understanding of the general board responsibilities

COMMITMENTS OF THE LLS BOARD MEMBER

- Attend board meetings 4 times per year and committee meetings 3 times per year.
- Attend LLS predetermined events.
- Chair and/or participate in at least one board committee.
- Commit time, thought, and effort to LLS.
- Participate in establishing and enforcing organizational policies.
- Accept responsibility for LLS financial accountability.
- Participate in LLS fundraising activities in a variety of ways.
- Identify friends and associates who might be prospective donors or board members.
- Participate actively in assessing LLS performance and setting its strategic goals and objectives.
- Learn about LLS, read financial reports and other LLS documents, and keep up-to-date on LLS programs, finances, and management.
- Understand and practice legal responsibility, along with other board members, for this organization. I am responsible to know and oversee the implementation of policies and programs.
- Actively promote LLS, encourage and support its staff, and work in concert with the committees.
- Uphold a statement of faith about every other board member. "We trust each other to carry out the above agreements to the best of our ability."
- Be accessible and respond to communications, at least by phone or e-mail, to staff and other board members as needed.
- Respect one another's time.





Love. Learn. Success. Board Member Interview Questions

1. What motivates you to want to become a board member? Vision Mission?
 - Working with a local community. Coming to a new country, and being embedded in a new community. I live in this community and care about its growth. Students have a breadth of options from arts to PE. Brendan really recommended me to this opportunity and the company. When doing my own research, I nodded and agreed with a lot of the values. Anything that supports public education is something I want to be a part of. It's a right not a privilege. I think it's a good fit.
2. What attributes are essential for successful school board members?
 - First experience on a board. **Teamwork** is essential and leaning into peoples specific characteristics. **Clear communication** and being open to new ideas. I have experience in sports and academics. Collaboration as a sounding board.
3. Do you have sufficient time/energy to devote to this position?
 - It does take time to be effective and it's not a burden. I will have the time and capacity based on the role of the project on how much time it can take. I am an efficient worker and can work an hour a weekend as I build it into my routine.
 - Ann asks when is her birthday? My birthday is 23 May.
4. What is your vision for education in this community? How can they work together?
 - New goal is curriculum instruction, direct with teachers but impacting students. Encourage risk taking and pedagogical exploration. What is the most effective in teaching?
 - Leadership skills, honing into what is required working on a board. Big picture thinking and how they work together.
 - Working in similar communities, groups of kids etc makes me invested. It is my kids, my community. Anything I can do, I can translate and do for the nonprofit.
5. What do you want to be when you grow up?
 - I want to be a teacher, it's the most fun! Paperwork not as much. Love to talk about ideas and books all day.
6. Can you share a bit about your research?





Notice of Board Meeting
Love. Learn. Success
June 7, 2023
Zoom Meeting

- Transgender inclusion student athletes. not employed in the university working with an advisor interviewing about inclusion, exclusion and changes in politics
- Interest in inclusion in different ways and love qualitative research
- Interest in politics in college sports: performative because of policies for sake of
- Culture war putting trans-athletes in the center of a battle

5:45pm Ann motions to vote in Megan Frogley to join our board. Brendan seconds. All say Aye.

Call Meeting to Adjournment: Next Board Meeting: June 14, 2023

Ann calls the meeting adjourned 5:52 Brendan seconds. All say Aye.





Notice of Board Meeting
 Love. Learn. Success
 Thursday, February 16, 2023
 6:30pm-7:30pm

AGENDA

What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes of October 5, 2022	<ul style="list-style-type: none"> - Present - Clarify - Check for Agreement - Vote 	Ann	5 <i>6:39 beginning meeting with Azalea, Marco, Brendan, Luisa Ann, and David</i>
2. Recognition and Updates	<ul style="list-style-type: none"> - Share 	ALL	5
3. Executive Director Report a. Enrollment / Attendance Update b. Update on Current Projects 2022-2023 c. Future partnership change	<ul style="list-style-type: none"> - Present - Clarify 	Ann	20
4. Chief Financial Officer Report a. LLS Financial Status	<ul style="list-style-type: none"> - Present - Clarify - Discussion 	David	20
5. Board Meeting Date Agreement a. Board Restructuring b. Board Recruitment Brainstorm c. Timeline of Recruitment d. Next Board Meeting	<ul style="list-style-type: none"> - Present - Clarify - Vote 	Ann	5
6. Call meeting Adjournment	<ul style="list-style-type: none"> - Present - Agree 	Ann	5





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting on October 5, 2022
- Board Approval of Minutes
 - o Who motions to approve?
 - o Who seconds?
 - o All Vote
 - o Secretary signs off

Ann motions, Brendan seconds 6:41pm
everyone says "aye" 6:42pm

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- Ann would like to recognize Yessica Leon, Verde Elem for her proactiveness in meeting with her scout and partners to ensure the program is running well. 6:43pm

Executive Director Report

- Cox - ADA Goal - 84
 - o Enrollment
 - September 30, 2022 - 82
 - February 16, 2023 - 98
 - o ADA
 - January 2023 - 82.68 [98.4%]
- o Ford - ADA Goal - 141.17
 - o Enrollment
 - September 30, 2022 - 115
 - February 16, 2023 - 138





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

- **ADA**
 - January 2023 - 95.55 (67.76%)
- **Grant - ADA Goal - 136**
 - **Enrollment**
 - September 30, 2022 - 96
 - February 16, 2023 - 123
 - **ADA**
 - January 2023 - 95.25 (70.03%)
- **King - ADA Goal - 64.28**
- **Enrollment**
 - September 30, 2022 - 55
 - February 16, 2023 - 73
- **ADA**
 - January 2023 - 53.80 (83.69%)
- **Lake - ADA Goal - 137.45**
 - **Enrollment**
 - September 30, 2022 - 125
 - February 16, 2023 - 151
 - **ADA**
 - January 2023 - 104.55 (76.06%)
- **Montalvin - ADA Goal - 83.31**
 - **Enrollment**
 - September 30, 2022 - 78
 - February 16, 2023 - 104
 - **ADA**
 - January 2023 - 81.60 (97.94%)
- **Peres - ADA Goal - 111.43**
 - **Enrollment**
 - September 30, 2022 - 94
 - February 16, 2023 - 115
 - **ADA**





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

- January 2023 - 82.55 (74.08.4%)
- Verde - ADA Goal - 82.71
 - Enrollment
 - September 30, 2022 - 63
 - February 16, 2023 - 67
 - ADA
 - January 2023 - 56.20 (67.94%)
- Valley View
 - Enrollment - 37
 - Includes scholarship, reduced rate, and full rate
 - Contract in works with WCCUSD to provide more scholarships
- West County Mandarin
 - Enrollment
 - Full Time (4-5 days/week) - 116
 - Part Time (2-3 days/week) - 38
 - Includes scholarship, reduced rate, and full rate
- Melrose Leadership Academy - ADA Goal - 91
 - Enrollment
 - Currently - 271
 - ADA is approximately 200
 - Included ASES, ELOP, Full-Time, Part-Time, Before School Care

David: We have enrolled to our ADA goal. We are noticing a lot of absences throughout the schools. Since September, we have generally improved attendance, however we are still noticing a decrease of enrollment.

How do we increase enrollment?

Update on LLS Current Projects

- WCCUSD: Confirmed after school contracts for 2022-2023
- LLS has a 99% retention rate this year
 - LLS will serve as the lead agency for four schools in WCCUSD
 - Ford Elementary (141 Students)





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

- Contract Amount: \$222,612
- Staff
 - 1 Site Director (FT) - Leonalee Pinto
 - 8 Program Instructors (PT)
 - 2 Enrichment Specialists (PT)
- Grant Elementary (141 Students)
 - Contract Amount: \$150,060
 - Staff
 - 1 Site Director (FT) - Kahn Manivan
 - 9 Program Instructors (PT)
 - 1 Enrichment Specialists (PT)
- King Elementary (64 Students)
 - Contract Amount: \$99,063
 - Staff
 - 1 Site Director (FT) - Erica Jones
 - 4 Program Instructors (PT)
 - 1 Enrichment Specialists (PT)
- Lake Elementary (137 Students)
 - Contract Amount: \$216,637
 - Staff
 - 1 Site Director (FT) - Sarah Ash
 - 9 Program Instructors (PT)
 - 1 Enrichment Specialists (PT)
- Montalvin (90 Students)
 - Contract Amount: \$96,818
 - Staff
 - 1 Site Director (FT) - Brenden Slevin & Sindy Tellez
 - 6 Program Instructors (PT)
- Peres (111 Students)
 - Contract Amount: \$96,818
 - Staff
 - 1 Site Director (FT) - Brenda Ruiz
 - 8 Program Instructors (PT)
- Verde Elementary (82 Students)
 - Contract Amount: \$128,673
 - Staff
 - 1 Site Director (FT) - Emely Heras





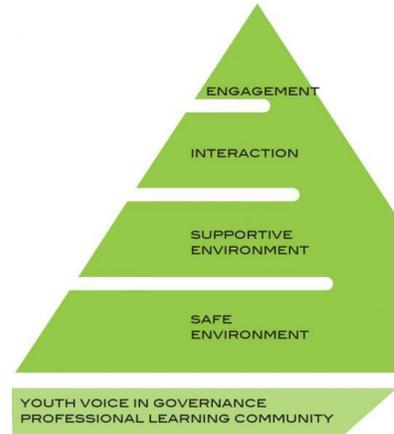
Notice of Board Meeting
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- 5 Program Instructors (PT)
 - Enrichment Specialist Alton is in DAYSCHOOL hours
 - Valleyview Elementary (ADA 80 and at 40 ADA Present)
 - New program, starting in August that is fee-based
 - Contract Amount: \$68,766
 - 1 Site Director (FT) - Darius Rodriguez
 - 2 Program Instructors (PT) will increase
 - West County Mandarin School
 - Contract Amount: 0
 - Parent Fees Included
- Education for Change
 - Cox Academy (84 Students)
 - Contract Amount: \$152,612
 - Day School Amount: \$90,182
 - Staff
 - 1 Site Director (FT) - Alexis Bill
 - 1 Program Assistant (PT)
 - 7 Program Instructors (PT)
- Oakland Unified School District
 - Melrose Leadership Academy (91 Students ASES) (271 TOTAL)
 - Contract Amount: \$152,612
 - Day School Amount: \$17,771
 - Scholarships: \$25,000.00
 - Staff
 - 1 Site Director (FT) - Armando Garcia
 - 20 Program Instructors (PT)
 - Total Students served daily: 978 students (January 2023)
 - Currently enrolled ~1,200
- Attendance Action Plans for all school except for GRANT AND MONTALVIN
 - Program Modification (SOVID, tutor works and TK)
 - Outreach (COVID dismissed previous attendance but now, starting in January attendance numbers need to increase)
 - Montalvin/ Grant numbers are on track and as an award, they will be getting a field trip at the end of the year



- **SAPQA Summary**

- School Age Program Quality Assessment or SAPQA is a set of research-validated point of service observational tool that measures program quality across four domains:
- Safe Environment- children experience both physical and emotional safety. The program environment is safe and sanitary. Space is adequate and food is nutritious based on District Policy.
- Supportive Environment- Adults support children in learning and growing. Adults support children with the opportunities for active learning, skill building, and developing healthy relationships with others. The program space is also supportive of children with the environment child centered and the materials appropriate to children's needs.
- Interaction- This is about peer culture that exists in the program, and what adults can do to positively affect that culture. Children experience a sense of belongs. Children act as leaders and help/support one another. Children manage their feelings and are able to resolve conflict.
- Engagement- When young people feel safe and experience a sense of belonging, this allows them to be ready to assert agency over their own learning. The engagement domain measures whether children have opportunities to plan, make choices, take responsibilities, reflect, and learn from their experiences.



- These quality 4 domains are interrelated and build upon one another.



The Youth Program Quality Intervention (YPQI) cycle: is a comprehensive system for improving program quality using the YPQA or SAPQA. The YPQI involves a three- part approach to program quality. Assess- Plan- Improve.

1. Self-Assessment using this tool (which we do at the beginning of the school year).

- Identify current strengths and areas for improvements
 - These areas become the goals in an improvement plan, with clear steps and benchmarks for success.
 - To manage improvement, there are series of Youth Work Methods workshops for staff.
2. External assessment conducted by a certified assessor (public profit)
- Programs use External data to compare with Self-Assessments.
 - **The district will do an external assessment in November and we did it internally in January based on these categories. These assessments take place twice externally, and once internal.**

Future Partnership Change



Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

- We have decided to not return to King Elementary and have shared this information with the WCCUSD ELP Office. The partnership has not been one that we align with current leadership, Ifeoma Obodozie.
- **Principal Communication has not been consistent.**
- Principal Meeting
- Current state of the school and "Letter of No Confidence"

4. Chief Financial Officer Report

- Budgets Breakdown
 - A pie chart of all programs and the percentage of their amount of the operational budget.
 - A summary of all expenses divided into two categories: 1. Programmatic Expenses 2. Operational Expenses
 - Cash Balance is the amount that would be unspent at the end of the year.
 - A list of specific school sites within each district.
 - Total number of projected Full Time and Part Time Employees.

Budget Update

We have built

The district has not paid LLS yet for the summer, they have confirmed this morning that they are processing the amount this week. LLS has been able to sustain itself and have a solid piggy bank.

- Currently in LLS Accounts (Cash on hand) - \$1,143,203.95
- Outstanding invoices - \$446,418
- Balance Sheet - \$2,104,304.51
- LLS has completed the tax for the Fiscal Year 2021-2022
 - Government funding is not subject to the audit requirement
 - The majority of our funding comes from School District contracts which is considered government funding
 - Audit requirement is for organizations that have \$2M of revenue from non-government funding sources

Summer Outstanding Invoice Conversation

- June 2022 - \$178,667 (total invoice amount matches contract amount) - UNPAID
 - Ford - \$35,010.10
 - Peres - \$42,106.73
 - WCMS - \$101,550.17
- July 2022 - \$181,231.03 (total invoice amount is under the agreed amount)





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

- Ford - \$40,850.92 (PAID)
- Peres - \$44,143.27 (UNPAID)
- WCMS - \$96,236.84 (PAID)
- Confirmed the \$178,667.
- Remaining \$26,372 remaining will be paid after the PO change order.
- Follow-Up for \$17,771.25

4. Board 2021-2022 Meeting Scheduling & Updates

- **Board Members** are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the nonprofit has adequate resources to advance its mission.
- A board member agreement is the promise a board member makes when accepting a position for nonprofit board service.
- Although is not a legal agreement document, it is an internal agreement, asserting the board members' commitment to the organization in addition to an understanding of the general board responsibilities according to compliance and internal Bylaws.
- In order to be in compliance, we have to meet QUORUM. Which means that there should be less Interested than Uninterested Members, Hired vs. Non LLS Hired
 - In order to be in compliance right now, we shall only fill 3 Chairs, President, Secretary, and Treasurer. Review BOARD JOB DESCRIPTIONS.
 - Ann: President Interim
 - Brenden Henrique: Treasurer
 - Luisa Serrano: Secretary
 - Azalea Corral
 - David (Advisory Chair Representative)
 - Marco Delgado (Advisory Chair / Social Representative)
 - Vote
- GOAL: Total of 5 Board Members and 10 in the near future.
- Brainstorm where we can find our potential Board Members
 - School colleagues
 - Friends
 - School Network
 - Board members will [share the application with others](#)
- NEXT Board Meeting date for the 2022-2023 fiscal year. In-order to, better leverage time and deliverables. Please share your feedback.
- Next Meeting:
- April 27, 2023 at 6:30 Ann motions
- Brendan seconds 7:31pm
- Marco announced that he will be leaving the board by the end of the year





Notice of Board Meeting
Love. Learn. Success
Thursday, February 16, 2023
6:30pm-7:30pm

5. Call Meeting to Adjournment

- Ann motions to adjourn the meeting at 7:32
- Luisa seconds. Meeting adjourned at 7:32





Notice of Board Meeting
 Love. Learn. Success
 October 5, 2022
 Zoom Meeting

AGENDA			
What <i>(content)</i>	How <i>(process)</i>	Who <i>(lead)</i>	Time <i>(minutes)</i>
1. Consent Agenda a. Approval of Agenda b. Approval of Minutes May 18, 2022	- Present - Clarify - Check for Agreement	Ann	3'
2. Recognition and Celebrations	- Share	ALL	2'
3. Executive Director Report a. Board Member Commitments b. Interview of Potential Board Member: Azalea Corral	- Present - Clarify - Discussion	Ann	30'
4. Chief Financial Officer Report a. Update current 2022-2023 Projections a. EFC b. OUSD c. WCCUSD d. Potential Partnerships and Projections	- Present - Discussion - Clarify	David	25'
5. Next Steps for Board Member Recruitment a. Next January 2023 Meeting a. 1-2 Candidates for LLS Board i. Finance Experience ii. Philanthropy skills (soft skills) iii. Youth Development experience b. How many candidates?	- Present - Clarify - Discussion -	Ann	5
8. Call meeting Adjournment	- Present - Agree	Vanessa	1'





Notice of Board Meeting
Love. Learn. Success
October 5, 2022
Zoom Meeting

Agenda Summary

1. Consent Agenda

- Approval of Agenda
- Review Minutes from last meeting: May 18, 2022
- Board Approval of Minutes
 - o Who motions to approve?
 - o Who seconds?
 - o All Vote
 - o Secretary signs off

2. Recognitions and Celebration

- Board members have the opportunity to share highlights and/or success that can be celebrated.
- I would like to appreciate Lilitiana Reyes, Lake Elementary Site Director for going above and beyond to build relationships with her day time school community. In turn, she is able to fully support her LLS Team to create "FUN FRIDAYS" during the after school hours.
- Marco Delgado is recognized by David Becerra, to do the social media and creating opportunities for our Site Directors to send in their projects and events.
- Brenden- OUSD / Oakland there were a lot of stuff that has been happening that there are other stuff happening. All the program leaders and volunteers for the student. Undergraduate middle school and high school members. Afterschool program. BAY TECH.

3. Executive Director Report

- Board Mission

Board is the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies, as well as by making sure the **nonprofit** has adequate resources to advance its **mission**.

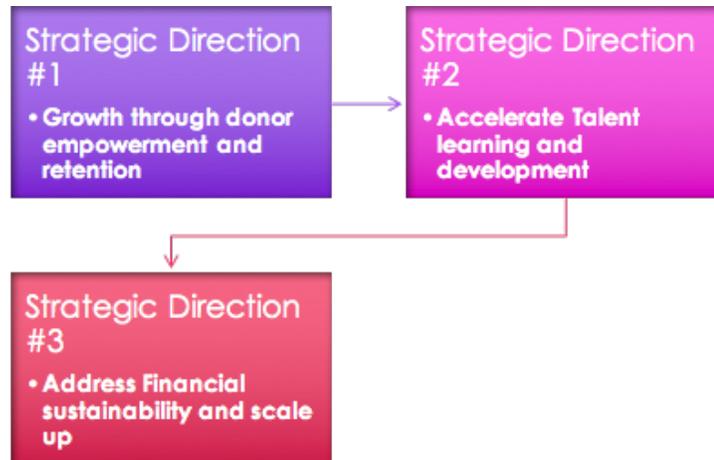
- Board Priority Plan

Clear actionable goals, activities and targets.





Notice of Board Meeting
Love. Learn. Success
October 5, 2022
Zoom Meeting



- Board Commitments

A board member agreement is the promise a board member makes when accepting a position for nonprofit board service. It is not a legal document but an internal agreement, asserting the board member's commitment to the organization in addition to an understanding of the general board responsibilities

COMMITMENTS OF THE LLS BOARD MEMBER

- Attend board meetings 4 times per year and committee meetings 3 times per year.
- Attend LLS predetermined events.
- Chair and/or participate in at least one board committee.
- Commit time, thought, and effort to LLS.
- Participate in establishing and enforcing organizational policies.
- Accept responsibility for LLS financial accountability.
- Participate in LLS fundraising activities in a variety of ways.
- Identify friends and associates who might be prospective donors or board members.
- Participate actively in assessing LLS performance and setting its strategic goals and objectives.
- Learn about LLS, read financial reports and other LLS documents, and keep up-to-date on LLS programs, finances, and management.
- Understand and practice legal responsibility, along with other board members, for this organization. I am responsible to know and oversee the implementation of policies and programs.
- Actively promote LLS, encourage and support its staff, and work in concert with the committees.
- Uphold a statement of faith about every other board member. "We trust each other to carry out the above agreements to the best of our ability."
- Be accessible and respond to communications, at least by phone or e-mail, to staff and other board members as needed.
- Respect one another's time.





- **Vision for education:** more equitable access no matter what the funding is. No matter from the local government let's plan to move forward.
- **Enter the new era of LLS:** Summer School in 2017 and becoming a LLS Academic Instructor. Azalea was able to bring what is ready there for student and create a new level of learning for the students
- **What do think are the challenges-** There are students that are enrolled to teachers who are not qualified.
- I enjoyed my experience when I was an instructor with LLS and in moving forward I want to continue that.
 - Clarification (Marco) youth or no youth in credentials, little to no experience, we can see the difference experience and lived knowledge.
 - Azalea- Lived experiences, someone who is not studying from a book. Similar experiences that are the students are living with the staff have to not experience or support. Branden also a graduate studies. Form of eon. What is the best ways and best theories and for everyone. I am special because drive and move forward that is passion about. Masters in the next year (which is shorter than the rest) what does that look like to you with LLS and the district to make it feel more inclusive. Building relationships, cultural knowledge Latino, Asia, and Events that can happen.

Experience in bringing- chicano program center. Planning and center the events that may have the even that are end of October día de los muertos. Something that can have that can share with them. Build love and community come January 2023 día los frías.. one or days at the sites, and then the school programs and then the program days. (

4. Chief Financial Officer Report

- EFC
 - Day school - \$90,192.00
 - After school - \$152,612.00
- OUSD
 - MLA - ASES - \$129,058.00
 - MLA - ELOP - \$200,00.00
 - Day School - \$17,751.00 (PTSA)
 - Scholarships - \$25,000.00 (PTSA)
- WCCUSD
 - Ford - \$266,555.00
 - Grant - \$258,502.00
 - King - \$228,163.00
 - Lake - \$254,015.00
 - Montalvin - \$234,664.00
 - Peres - \$287,744.00





July 10, 2024

To Whom It May Concern:

I am writing on behalf of Love. Learn. Success. to express our interest in continuing to serve as an Expanded Learning Program Lead Agency for the Oakland Unified School District. This application will demonstrate our capacity to successfully serve as an Expanded Learning Program Lead Agency. Love. Learn. Success. is willing and able to perform the commitment contained in this application. As a strong Expanded Learning Program provider, we are excited to continue our success and service to OUSD school communities. Our skills, tools and program models that we have developed over the past 13 years have proven successful and effective. We look forward to continuing the work we have begun to support our school communities.

We appreciate the opportunity to continue our partnership with Oakland Unified School District and the Expanded Learning Programs Office. This partnership will continue to allow students to truly develop a love for lifelong learning and ultimately, success!

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Ngo", is written over a horizontal line.

Ann Ngo
Executive Director
Love. Learn. Success.
(510) 600-3412
ann@lovelearnsuccess.org

"Every student will Love to Learn and carry that love to their own Success!"



LOVE. LEARN. SUCCESS.

**FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT THEREON
FOR THE YEAR ENDED
JUNE 30, 2019**

LOVE. LEARN. SUCCESS

**Financial Statements
For the Year Ended
June 30, 2019**

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
Love. Learn. Success.
Vallejo, California

We have audited the accompanying financial statements of Love. Learn. Success. (a nonprofit corporation) which comprise the statement of financial position as of June 30, 2019, and the related statement of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as an evaluation of the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Love. Learn. Success.
Vallejo, California

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Love. Learn. Success. as of June 30, 2019, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Fechter & Company
Certified Public Accountants

A handwritten signature in cursive script that reads "Fechter & Company, CPAs". The signature is written in black ink and is positioned below the printed name of the firm.

Sacramento, California
May 26, 2020

LOVE. LEARN. SUCCESS.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

ASSETS

Current Assets:

Cash and cash equivalents	\$ 104,906
Contracts receivable, net	<u>122,323</u>

Total current assets 227,229

Property and equipment	
Furniture and equipment	4,869
Less accumulated depreciation	<u>(4,730)</u>
Property and Equipment, net	139

Total Assets \$ 227,368

LIABILITIES AND NET ASSETS

Current liabilities:

Accounts payable	\$ 712
Accrued payroll	<u>67,059</u>

Total current liabilities 67,771

NET ASSETS:

Net assets without donor restrictions	159,597
Net assets with donor restrictions	<u>-</u>
Total net assets	<u>159,597</u>

Total Liabilities and Net Assets \$ 227,368

The accompanying notes are an integral part of these financial statements.

**LOVE. LEARN. SUCCESS.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED
JUNE 30, 2019**

	Net Assets Without Donor Restrictions	Net Assets Without Donor Restrictions	Total
Revenues:			
Government and other contracts	\$ 1,462,316	\$ -	\$ 1,462,316
Parent fees	739,673	-	739,673
Contributions	5,274	-	5,274
Donated use of facilities	-	-	-
Total support and revenue	<u>2,207,263</u>	<u>-</u>	<u>2,207,263</u>
Expenses:			
Program services	2,083,562	-	2,083,562
Administration	71,820	-	71,820
Fundraising	-	-	-
Total expenses	<u>2,155,382</u>	<u>-</u>	<u>2,155,382</u>
Increase in net assets	<u>51,881</u>	<u>-</u>	<u>51,881</u>
Net assets, beginning of year	224,495	-	224,495
Prior period adjustments	(116,779)	-	(116,779)
Net assets, end of the year	<u>\$ 159,597</u>	<u>\$ -</u>	<u>\$ 159,597</u>

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED
JUNE 30, 2019

	<u>Program Services</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Expenses</u>
Salaries	\$ 1,410,971	\$ 40,000	\$ -	\$ 1,450,971
Payroll taxes and fringe benefits	456,758	12,916	-	469,674
Employee benefits	56,087	1,586	-	57,673
Workers' compensation	8,455	-	-	8,455
	<u>1,932,271</u>	<u>54,502</u>	<u>-</u>	<u>1,986,773</u>
Advertising and promotion	-	939	-	939
Bank and credit card fees	22,872	-	-	22,872
Depreciation	-	540	-	540
Insurance	8,569	-	-	8,569
Outside services	55,778	-	-	55,778
Professional fees	12,346	-	-	12,346
Program supplies	32,460	-	-	32,460
Occupancy expense	3,532	-	-	3,532
Staff training	1,805	-	-	1,805
Supplies and other	5,788	7,451	-	13,239
Telephone internet	3,952	8,388	-	12,340
Travel and conferences	4,189	-	-	4,189
	<u>4,189</u>	<u>-</u>	<u>-</u>	<u>4,189</u>
Total Functional Expenses	<u>\$ 2,083,562</u>	<u>\$ 71,820</u>	<u>\$ -</u>	<u>\$ 2,155,382</u>

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED
JUNE 30, 2019

Cash Flows from Operating Activities:	
Increase in net assets	\$ 51,881
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	540
Decrease in accounts receivable	54,662
(Decrease) in accounts payable	(12,255)
(Decrease) in payroll liabilities	<u>(6,920)</u>
Net Cash Provided by Operating Activities	<u>87,908</u>
Cash used in Financing Activities:	
Payments on shareholder loan payable	<u>(40,000)</u>
Net Cash Used in Financing Activities	<u>(40,000)</u>
Net Increase in Cash and Cash Equivalents	<u>47,908</u>
Cash and Cash Equivalents, Beginning of Year	<u>56,998</u>
Cash and Cash Equivalents, End of Year	<u><u>\$ 104,906</u></u>

The accompanying notes are an integral part of these financial statements.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Purpose

Love. Learn. Success. (“LLS”), a nonprofit corporation, was organized in 2013 under the laws of the State of California. LLS contracts with schools to provide after school and summer child care programs for elementary school children. LLS’s programs are designed to encourage safe, nurturing and educationally enriching alternatives for students in the after-school hours. LLS Programs are closely aligned with the core values, academic goals and high-quality standards of the regular day school program. This is accomplished through collaboration with the school principal, teachers, staff, faculty and parents in order to better align curriculum and standards to meet school wide expectations. The variety of academic, enrichment, and recreation classes give students opportunities to enhance vital reading and math abilities, develop critical thinking and life skills, and discover interests and talents that motivate and inspire a lifelong love for learning. They also allow students to partake in activities focusing on fine arts, music and physical fitness.

Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with generally accepted accounting principles of the United States of America (GAAP).

Revenue Recognition

Contributions and unconditional grants are recognized as support and revenues when they are received or unconditionally pledged.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction retires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of operations as net assets released from restrictions. When long-lived assets are placed in service, thus satisfying purpose restrictions, the amount is included as a charge in net assets, restricted and unrestricted. Donor-restricted contributions whose restrictions are met within the same year as received are reflected as unrestricted contributions in the accompanying financial statements. As of June 30, 2019, LLS held no temporarily or permanently restricted net assets.

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Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Revenue Recognition - continued

Gifts of equipment and other long-lived assets are reported as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could be different from those estimates.

Cash and Cash Equivalents

The Organization treats highly liquid debt instruments including bank certificates of deposit with a due date of twelve months or less as cash equivalents.

Contracts Receivable

Contracts receivable includes amounts due from public schools for services performed.

Property and Equipment

Property and equipment are stated at cost, and assets with a cost of \$500 or more are capitalized. Depreciation is computed using the straight-line method over estimated useful lives of five years.

Income Taxes

LLS is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and Section 23701(f) of the California Revenue and Taxation Code. There are no provisions for income tax expense accordingly. The Organization believes that it has appropriate support for any tax positions taken, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization's federal and state tax returns are subject to examination by the Internal Revenue Service and the Franchise Tax Board generally for three and four years, respectively, after they were filed.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Functional Expense Allocation

The costs of providing the various programs and other activities have been summarized in the Statements of Functional Expenses. Expenses that are not directly allocable to programs are allocated based on specific identification where possible to program, management and general, and fund-raising expenses. For some expenses, allocations are based on estimates by management.

In-Kind Contributions and Contributed Services

In-kind contributions are reflected at their estimated fair value at the date of donation and are reported as unrestricted support unless explicit donor stipulations specify how donated assets must be used. Contributions of tangible assets are recorded at fair value when received. The amounts reflected in the accompanying financial statements as in-kind contributions are offset by like amounts included in expenses.

Implementation of Accounting Pronouncements

In August 2016, FASB issued Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-For-Profit Entities*, which requires changes to financial reporting by not-for-profit entities (NFP). This change reduces the number of classes of net assets to be net assets with donor restrictions and net assets without donor restrictions. This pronouncement is effective for fiscal years beginning after December 15, 2017. The organization's initial year of implementation is for the year ended June 30, 2019.

NOTE 2: CONTRACTS RECEIVABLE

Contracts receivable consists of the following as of June 30, 2019:

Contracts receivable	\$ 122,324
Less allowance for doubtful accounts	<u> -</u>
	<u>\$ 122,324</u>

Management believes that all balances of current contracts receivable to be fully collectible, therefore no allowances for doubtful accounts have been recorded.

LLS is dependent on contract revenue from government agencies and private sources. A total of 66% of revenue came from two funding sources for the year ended June 30, 2019. In addition, three sources accounted for 100% of accounts receivable as of June 30, 2019.

LOVE. LEARN. SUCCESS

Notes to Financial Statements
June 30, 2019

NOTE 3: CONTRACT FACILITY USE

Love. Learn. Success. administers its programs in partnership with school districts, physically performed on school campuses. Before-school, after-school, and summer school programs and related support services utilize school sites free of charge. As a contractor with the school districts, LLS does not have any lease or rent obligations for the facilities and there is no reasonable estimate currently available for the cost to utilize such facilities. Due to the nature of LLS and its programs, the Organization does not maintain material balances of capital assets.

NOTE 4: LIQUIDITY AND AVAILABILITY OF RESOURCES

LLS' financial assets available within one year of the statement of financial position dates to meet cash needs for general expenditures are calculated as follows at June 30, 2019:

Total assets	\$ 227,368
Less fixed assets, net value	<u>(139)</u>
Financial assets available to meet cash needs for general expenditure within one year	<u>\$ 227,229</u>

These assets available within one year of June 30, 2019
are comprised of the following:

Cash on hand or in banks	104,905.00
Contracts receivable	<u>122,324.00</u>
Total financial assets available to meet cash needs for general expenditures within one year	<u>227,229.00</u>

None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditures within one year of the statement of financial position.

NOTE 5: PRIOR PERIOD ADJUSTMENT

A prior period adjustment to equity in the amount of \$116,779 was posted in order to account for total payroll and accounts payable balances not correctly recorded as of June 30, 2018.

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Notes to Financial Statements
June 30, 2019

NOTE 6: SUBSEQUENT EVENTS

Management has evaluated subsequent events through May 26, 2020, the date on which the financial statements were available to be issued. In January 2020, the virus SARS-CoC-2 was transmitted to the United States from overseas sources. This virus, responsible for the Coronavirus disease COVID-19, has provided to be extremely virulent with transmission rates as yet unknown. The economic impact in the State of California as yet has not been determined and any potential impact to LLS is not yet known. Management fully expects contracted programs, its primary source of revenues, to be paid out in full and estimates an approximate 20% loss in program fees, based in preliminary budgeting for the fiscal year ending June 30, 2020.

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**COMMUNICATION WITH THOSE
CHARGED WITH GOVERNANCE**

**FOR THE YEAR ENDED
JUNE 30, 2019**

LOVE. LEARN. SUCCESS

Management Report
For the Year Ended June 30, 2019

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Communication with Those Charged with Governance	2-4



Craig R. Fechter, CPA, MST

May 26, 2020

Board of Directors
Love. Learn. Success.
Vallejo, CA

In planning and performing our audit of the financial statements of Love. Learn. Success. (LLS) for the year ended June 30, 2019, we considered the organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

Our consideration of the internal control would not necessarily disclose all matters in the internal control that might be material weaknesses under standards established by the American Institute of Certified Public Accountants. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce, to a relatively low level, the risk that errors or irregularities in amounts that would be material in relation to the basic financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

We will review the status of these comments during our next audit engagement. We will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing any changes you would like to make. We thank LLS' staff for its cooperation on this audit.

Fechter and Company,
Certified Public Accountants

A handwritten signature in black ink that reads 'Fechter and Company, CPAs'. The signature is written in a cursive, flowing style.

Sacramento, California
May 26, 2020

LOVE. LEARN. SUCCESS.

Required Communications For the Year Ended June 30, 2019

Our Responsibility under U.S. Generally Accepted Auditing Standards

We have audited the financial statements of Love. Learn. Success. (LLS) for the year ended June 30, 2019, and have issued our report thereon dated May 26, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards as well as certain information related to the planned scope and timing of our audit.

As stated in our engagement letter dated July 4, 2019, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting principles. Because an audit is designed to provide reasonable, but not absolute assurance, and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. Professional standards also require that we communicate to you the following information related to our audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by LLS are described in Note 1 to the financial statements. The application of existing policies was not changed during fiscal year ended June 30, 2019. However, as described in Note 1 to the financial statements, LLS has added the necessary footnote disclosure to be compliant with FASB Accounting Standards Update 2016-14, *Presentation of Financial Statements of Not-For-Profit Entities*. This includes presentation of a Statement of Functional Expenses, and a quantitative and qualitative narrative disclosing LLS' liquidity and availability of resources. We noted no transactions entered into by LLS during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant issues in performing the audit.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Accrued vacation and sick leave

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**Required Communications
For the Year Ended June 30, 2019**

Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The following audit adjustments, in our judgment, indicate matters that could have a significant effect on LLS' financial reporting process:

- Adjusted beginning and ending balance of accrued payroll expenses.
- Adjusted beginning and ending balance of accounts payable and related expenditures.
- Recorded current year depreciation expense on depreciable capital assets.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated May 26, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle LLS' financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with any other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Agency's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

During the course of performing our audit procedures, we determined there to be two matters for which we would make the following recommendations to strengthen internal controls, the application of accounting principles, and operating efficiency:

LOVE. LEARN. SUCCESS.

**Required Communications
For the Year Ended June 30, 2019**

Other Audit Findings or Issues - continued

- Monthly reporting and reconciliation: During our review of cash, accounts payable, and accounts receivable, we noted that the detail reports did not reconcile to the General Ledger. In order to easily identify certain account variances and irregularities, including the potential for fraud or clerical errors, bank account reconciliations and aging reports should be reviewed and clearly document how the opening and closing balances tie to the General Ledger. This will ensure compliance with GAAP and assist LLS in making informed decisions using current and accurate figures. Any unreconciled or stale-dated items should be addressed and corrected such that the transaction does not affect subsequent periods.
- Accounting system integrity and closing procedures: through performance of certain audit procedures that required we review preceding and subsequent accounting system reports, such as General Ledger reports, we noted some account balances started at zero and only accounted for transactions that physically occurred during that period (cash basis reporting). We recommend that QuickBooks settings and parameters are set up appropriately to assist in GAAP compliance. This includes ensuring reports are generated on the accrual basis of accounting, and balance sheet items are carried forward from one year to the next. There should only be one QuickBooks file for LLS, and the Chart of Accounts should generally remain consistent from year-to-year, to ensure no perpetuation or concealment of fraud or errors. Furthermore, we recommend that LLS develop a written policy for closing procedures to assist in the process of accruing revenues and expenses in the appropriate period, and that all account balances are complete and include all transactions for the fiscal year. This includes a review of all pending purchase orders, open invoices, and any other expenses incurred prior to year-end.

Queridos/as Maestros y Maestras,

Gracias por preparar buenas y divertidas actividades para nosotros. A mi me gusta ver los videos, hacer los Kahoots. Incluso, a mi me gusta dibujar los muchos tipos de helados y los floreros. También, hacer la cápsula del tiempo fue muy divertido, con un Kit-Kat dentro. Además, plantar maíz fue muy divertido, y cuando empieza a crecer, es muy emocionante.

Me ayudó porque hice actividades divertidas que si no iría a Programa, creo que no lo hiciera. ¡Espero que tengas unas buenas vacaciones y que se relajen! ¡Nos vemos el próximo año!

Con cariño,

Sanae y Luc Ryu Maoki

Dear Teachers,

Thank you for preparing good and fun activities for us. I like to watch the videos, do the Kahoots. Even, I like to draw the many kinds of ice cream and the vases. Also, making the time capsule was a lot of fun, with a Kit-Kat inside. Also, planting corn was a lot of fun, and when it starts to grow, it's very exciting.

It helped me because I did fun activities that if I wouldn't go to Program, I don't think I would. Hope you have a great vacation and relax! See you next year!

Love,

Sanae and Luc Ryu Maoki

=====Hello

Princess,

The aftercare program at MLA has been such an incredible experience. The enrichment your team provides with such care has been so positive for both of my children, especially considering the kindness and support you've shown most recently with Ellis.

It is a little sooner than we expected, but we are moving out of Oakland. The last day in OUSD for Colette Burke and Ellis Burke will be on November 17, so their last day with L.L.S. will be on Thursday, Nov 16. Please let me know if I need to take any action for disenrollment from L.L.S.

We are grateful for such a positive K-5th grade experience and wish you all the best.

Thank you,

Alison Burke

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**ADDITIONAL INSURED
PRIMARY AND NON-CONTRIBUTORY
ENDORSEMENT FOR PUBLIC ENTITIES**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization:

A. Section II – WHO IS AN INSURED is amended to include:

4. Any public entity as an additional insured, and the officers, officials, employees, agents and/or volunteers of that public entity, as applicable, who may be named in the Schedule above, when you have agreed in a written contract or written agreement presently in effect or becoming effective during the term of this policy, that such public entity and/or its officers, officials, employees, agents and/or volunteers be added as an additional insured(s) on your policy, but only with respect to liability for “bodily injury”, “property damage” or “personal and advertising injury” caused, in whole or in part, by:

- a. Your negligent acts or omissions; or
- b. The negligent acts or omissions of those acting on your behalf;

in the performance of your ongoing operations.

No such public entity or individual is an additional insured for liability arising out of the sole negligence by that public entity or its designated individuals. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

B. Section III – LIMITS OF INSURANCE is amended to include:

8. The limits of insurance applicable to the public entity and applicable individuals identified as an additional insured(s) pursuant to Provision A.4. above, are those specified in the written contract between you and that public entity, or the limits available under this policy, whichever are less. These limits are part of and not in addition to the limits of insurance under this policy.

C. With respect to the insurance provided to the additional insured(s), Condition 4. Other Insurance of SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS is replaced by the following:

4. Other Insurance

a. Primary Insurance

This insurance is primary if you have agreed in a written contract or written agreement:

- (1) That this insurance be primary. If other insurance is also primary, we will share with all that other insurance as described in c. below; or

- (2) The coverage afforded by this insurance is primary and non-contributory with the additional insured(s)' own insurance.

Paragraphs (1) and (2) do not apply to other insurance to which the additional insured(s) has been added as an additional insured or to other insurance described in paragraph **b.** below.

b. Excess Insurance

This insurance is excess over:

1. Any of the other insurance, whether primary, excess, contingent or on any other basis:
 - (a) That is Fire, Extended Coverage, Builder's Risk, Installation Risk or similar coverage for "your work";
 - (b) That is fire, lightning, or explosion insurance for premises rented to you or temporarily occupied by you with permission of the owner;
 - (c) That is insurance purchased by you to cover your liability as a tenant for "property damage" to premises temporarily occupied by you with permission of the owner; or
 - (d) If the loss arises out of the maintenance or use of aircraft, "autos" or watercraft to the extent not subject to Exclusion **g.** of **SECTION I – COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE.**
 - (e) Any other insurance available to an additional insured(s) under this Endorsement covering liability for damages which are subject to this endorsement and for which the additional insured(s) has been added as an additional insured by that other insurance.
- (1) When this insurance is excess, we will have no duty under Coverages **A** or **B** to defend the additional insured(s) against any "suit" if any other insurer has a duty to defend the additional insured(s) against that "suit". If no other insurer defends, we will undertake to do so, but we will be entitled to the additional insured(s)' rights against all those other insurers.
- (2) When this insurance is excess over other insurance, we will pay only our share of the amount of the loss, if any, that exceeds the sum of:
 - (a) The total amount that all such other insurance would pay for the loss in the absence of this insurance; and
 - (b) The total of all deductible and self-insured amounts under all that other insurance.
- (3) We will share the remaining loss, if any, with any other insurance that is not described in this **Excess Insurance** provision and was not bought specifically to apply in excess of the Limits of Insurance shown in the Declarations of this Coverage Part.

c. Methods of Sharing

If all of the other insurance available to the additional insured(s) permits contribution by equal shares, we will follow this method also. Under this approach each insurer contributes equal amounts until it has paid its applicable limit of insurance or none of the loss remains, whichever comes first.

If any other the other insurance available to the additional insured(s) does not permit contribution by equal shares, we will contribute by limits. Under this method, each insurer's share is based on the ratio of its applicable limit of insurance to the total applicable limits of insurance of all insurers.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B.** With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/16/2024

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 Marsh Affinity a division of Marsh USA LLC. PO BOX 14404 Des Moines, IA 50306-9686	CONTACT NAME: Marsh Affinity
	PHONE (A/C, No, Ext): 800-743-8130 FAX (A/C, No): E-MAIL ADDRESS: ADPTotalSource@marsh.com
INSURER(S) AFFORDING COVERAGE	
INSURER A: AIU Insurance Company	NAIC # 19399
INSURED ADP TotalSource DE IV, Inc. 5800 Windward Parkway Alpharetta, GA 30005 L/C/F: Love. Learn. Success. 211 Ebbetts Pass Road Vallejo, CA 94589	INSURER B:
	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 INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	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"/>	N/A	WC 088411202 CA	07/01/2024 07/01/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 2,000,000 E.L. DISEASE - EA EMPLOYEE \$ 2,000,000 E.L. DISEASE - POLICY LIMIT \$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
All worksite employees working for Love. Learn. Success. paid under ADP TOTALSOURCE, INC.'s payroll, are covered under the above stated policy.

CERTIFICATE HOLDER

CANCELLATION

Love. Learn. Success. 211 Ebbetts Pass Road Vallejo, CA 94589	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
 - 4.1. Total Compensation
 - 4.2. Positive Attendance
 - 4.2.1. Reconciliation Process for Positive Attendance-Based Grant Funds
 - 4.2.2. Administrative Charges and Reconciliation
 - 4.3. OUSD Administrative Fees
 - 4.4. Agency Administrative Fees
 - 4.5. Program Budget
 - 4.6. Modifications to Budget
 - 4.7. Program Fees
5. Scope of Work
 - 5.1. Student Outcomes
 - 5.1.1. Alignment with Community School Strategic Site Plan
 - 5.2. Oversight
 - 5.3. Enrollment
 - 5.4. Program Requirements
 - 5.4.1. Program Hours
 - 5.4.2. Program Days
 - 5.4.3. Program Components
 - 5.4.4. Staff Ratio
 - 5.5 Data Collection
 - 5.5.1. Accountability Reports
 - 5.5.2. Attendance Reports
 - 5.5.3. Use of Enrollment Packet

- 5.6. Maintain Clean, Safe and Secure Environment
- 5.7. Meeting Participation
- 5.8. Relationships
- 5.9. Licenses
- 6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
 - 6.1. – 6.13.2., including, but not limited to:
 - 6.1. Licenses Permission Slips/Acknowledgement
 - 6.1.3. Notice of Waiver of All Claims
 - 6.5. Health Conditions/Medication
 - 6.6. Supervision
 - 6.7. Transportation Requirements
 - 6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
 - 6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
 - 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
- 7. Financial Records
 - 7.1. Accounting Records
 - 7.2. Disputes
- 8. Invoicing
 - 8.1. Billing Structure
 - 8.2. Unallowable Expenses
 - 8.3. Invoice Requirements
 - 8.4. Submission of Invoices
 - 8.5. Submission of Invoices for ASESP and 21st Century Grants
- 9. Ownership of Documents
- 10. Changes
 - 10.1. Agency Changes
 - 10.2. Changing Legislation
- 11. Conduct of Consultant
 - 11.1. Child Abuse and Neglect Reporting Act
 - 11.2. Staff Requirements

- 11.2.1. Tuberculosis Screening
- 11.2.2. Fingerprinting of Agents
- 11.2.3. Minimum Proposals
- 11.3. Removal of Staff
- 11.4. Conflict of Interest
- 11.5. Drug-Free/Smoke Free Policy
- 11.6. Non-Discrimination
- 12. Indemnification
- 13. Insurance
 - 13.1. Commercial General Liability
 - 13.2. Worker's Compensation
 - 13.3. Property and Fire
- 14. Litigation
- 15. Incorporation of Recitals and Exhibits
- 16. Counterparts
- 17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- 18. All exhibits, with required forms and timelines

[OUSD AFTER-SCHOOL LEAD AGENCY 2022-25 MOU SAMPLE CONTRACT](#)

The contract template that is currently being used by lead agencies can be accessed by clicking the [following link](#). The MOU contract will be a master contract between OUSD and the lead agency that does not specify the school site(s) where the agency is assigned, and that master contract will last for three (3) years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently).

All applicants are required to review the MOU contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFP (Appendix IV).

If having a hard time opening the contract template, please email procurement@ousd.org for a copy.

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix IV), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.



Signature

July 12, 2024

Date

Ann Ngo, CEO

Name and Title of Signatory

Love. Learn. Success.

Name of Organization

#6 LLS - OUSD - RFP - 2024 - Sample Schedule and Summary

Time	Group 1	2	3	4	5	Time	6	7
	3B, Rm. 8 Janice	3A, Rm. 5 Val	4th, Rm. 3 Noelany	4th/5th, Rm. 2 Maestro Tito / Ivon	5th, Rm. 9 Kris		6th, Rm. 10 Marilyn	7th/8th, Port.23 Patty
1:00-1:15	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	Clock In, head to pylons	1:00-1:15	Clock In, head to Cafeteria	Clock In, head to Cafeteria
1:15-1:25 (10 min)	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	Collect Students @ Pylons + Attendance	1:15-1:25 (10 min)	Collect Students @ Cafeteria + Attendance	Collect Students @ Cafeteria + Attendance
1:25-1:40 (15 min)	Welcome Circle: Rm. 8 or Upper Yard	Welcome Circle:	Welcome Circle: Rm. 3 or Upper Yard	Welcome Circle: Rm. 2 w/ Maestro Tito	Welcome Circle: Rm. 9 or Upper Yard	1:25-1:40 (15 min)	Welcome Circle: Rm. 10	Welcome Circle: Port. 23
1:40-1:55 (15 min)	Group Restroom/Water Re-fill	Group Restroom/Water Re-fill	Group Restroom/Water Re-fill	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	1:40-1:55 (15 min)	Icebreaker: Brainbreak/Teambuilding Activity Rm. 10	Icebreaker: Brainbreak/Teambuilding Activity Port. 23
1:55-2:05 (15 min)	Icebreaker: Rm. 8 or Upper Yard Brainbreak/Teambuilding Activity	Icebreaker: Rm. 5 or Upper Yard Brainbreak/Teambuilding Activity	Icebreaker: Rm. 3 or Upper Yard Brainbreak/Teambuilding Activity	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	1:55-2:05 (15 min)	Snack: Outdoor Picnic Tables OR Cafeteria 1:55-2:10	Group Restroom/Water Re-fills
2:05-2:20 (15 min)	Snack: Cafeteria OR Tables outside of Cafeteria doors	Snack: Cafeteria OR Kickball Diamond (if weather permits)	Snack: Cafeteria OR Picnic Tables @ Port. 24	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	2:05-2:20 (15 min)	Group Restroom/Water Refill (2:05-2:15)	Snack: Outdoor Picnic Tables OR Cafeteria
2:20-3:00 (40 min)	Activity Block 1: Rm. 8 Structured Activity//Homework	Activity Block 1: Rm. 5 Structured Activity//Homework	Activity Block 1: Outdoor Structured Activity	Snack: with Coach B @ Cafeteria OR Kickball Diamond (if weather permits) (2:20-2:40) // Rm. 2 Homework (2:40-3:00)	Snack: Cafeteria OR Picnic Tables @ Port. 25 (2:20-2:40) //Begin Homework (2:40-3:00)	2:20-3:00 (40 min)	Activity Block 1: Gardening w/ Jose Luis, Upper Garden	Activity Block 1: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria
3:00-3:45 (45 min)	Activity Block 2: Outdoor Structured Activity	Activity Block 2: Outdoor Structured Activity	Activity Block 2: Rm. 3 Structured Activity//Homework	Activity Block 2: Gardening w/ Jose Luis Upper Garden	Activity Block 2: Rm. 9 Structured Activity//Homework	3:00-3:45 (45 min)	Activity Block 2: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	Activity Block 2: Yeah, Art!, Port. 23 (3:00-3:55)
3:45-4:30 (45 min)	Activity Block 3: Rm. 8 Structured Activity	Activity Block 3: Rm. 5 Structured Activity + Additional HW Time, if needed	Activity Block 3: Outdoor Structured Activity	Activity Block 3: Rm. 2 Structured Activity HW Time + Additional HW Time, if needed	Activity Block 3: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	3:45-4:30 (45 min)	Activity Block 3: (3:45 - 3:55 = Mindfulness & Meditation), Yeah, Art!, Rm. 10 (3:55-4:50)	Activity Block 3: Port. 23, Structured Indoor Activity//Homework
4:30-5:15 (45 min)	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Maestro Tito (Afro-Cuban Drumming/Song/Dance), Cafeteria	Activity Block 4: Outdoor OR Indoor Structured Activity	Activity Block 4: Outdoor OR Indoor Structured Activity	4:30-5:15 (45 min)	Activity Block 4: (4:50-5:35) Rm. 10 Structured Activity//Homework	Activity Block 4: (4:30 - 4:45= Mindfulness & Meditation) Structured Indoor Activity/Stations Port. 23 (4:45-5:15)
5:15-5:30 (15 min)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	Clean-Up & Closing Circle in Classrooms or Upper Yard (if weather permits)	5:15-5:30 (15 min)	Clean-Up & Closing Circle in Classrooms (5:35-5:45)	Clean-Up & Closing Circle in Classrooms
5:30-6:00 (30 min)	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	Students at Upper Yard	5:30-6:00 (30 min)	Students at Cafeteria (5:35-5:45)	Students at Cafeteria

- Staff Arrival: Staff arrive to campus, clock in for work and go to designated student pick-up locations on campus, marked with grade-level signage.
- Student Arrival: Students arrive to their assigned pick-up location to sign in on the attendance sheet as provided by their Program Instructor to denote their presence in the program for that day. Program Instructors greet each of their students individually as they sign in.
- Welcome Circle: Program Instructors warmly welcome their students to program for the day in a circle formation, usually seated on the floor/carpet/ground, or in chairs, as available or needed. Program Instructors provide a check-in prompt for students to individually respond to either by going in circle order or going “popcorn”/random style, so each student has the opportunity to respond to the group. Prompts can range from a “Would You Rather” (...have the ability to fly or have x-ray vision and WHY?) to “On a scale of 1 (very sad, upset, tired) to 5 (excellent, joyous, excited) show me with your fingers how you are feeling right now”. To remain timely, each student has about 30-60 seconds to reply in their groups of up to 20 students. This brief sharing of talking space with students reinforces social-skills of both focused listening as well as learning to speak in front of a group. Students build empathy, find common ground, and give Program Instructors insight as to the energy of the group for the day. This can alert the Program Instructor to follow up with students who may be starting off the day struggling. This is a social-emotional anchor of how we begin our day. Program Instructors also review the four program Community Agreements (Tier 1 tool), review the Classroom Job rotation for the day/week, and review the schedule of activities for that day with a calendar they keep on their classroom bulletin board (Tier 1 tool).
- Group Restroom/Water Re-fill: Program Instructors lead their groups to water re-fill stations and/or restrooms so students can take care of restroom needs and also start the day with a full bottle of water or drink of water to attend to hydration needs. We try to support the physiological needs of our students as best as we can.
- Icebreaker: Program Instructors facilitate a quick, fun, and thoughtful group activity to shift the energy from daytime to after-school program time; opportunity for students to engage in light movement and group dialogue. Can range from Guided Meditation & Stretching to a few rounds of seated Balloon Volleyball. Program Instructor has the autonomy to decide on game depending on the energy and number of participants in the group that day. Supports social-skills & community building.
- Snack: Program Instructors facilitate OUSD snack distribution according to OUSD Nutrition Services protocol. Students are permitted to eat their leftover lunches or snacks from home. Students enjoy chatting amongst themselves (building social skills) while fueling their bodies and brains. Another tool to aid in physiological homeostasis to support our students. Students work as a team to clean up their snack space when they are finished which supports cooperation & community building.

- Activity Blocks: On a regular dismissal day, there are 3 Activity Blocks, but on early dismissal days, there are 4 Activity Blocks. Activity Blocks Program Instructors have the autonomy and responsibility to plan and create activities for their respective Activity Blocks at least one week ahead of time. They will alternate Activity Block spaces between Outdoor Structured Activities and Indoor Structured Activities.
 - Homework Activity Block: The first or second block is Homework for 2nd-8th graders. Program Instructors float around the classroom and assist students as needed. If students do not have Homework, they are welcome to read quietly or draw/write in an after-school program provided journal.
 - Program Instructor-Led Activity Blocks: These can run a very wide range of activities from Arts & Crafts that can be done outdoors or indoors, Group Sports such as soccer, basketball, kickball, wiffle ball, volleyball, a variety of “tag” games, S.T.E.M. projects, obstacle courses, scavenger hunts, trivia games, board game stations, reading circles/read-alouds, freeze dance, mindfulness & meditations, and much more.
 - Enrichment Specialist-Led Activity Blocks: Enrichment Specialists teach a specialized subject matter. We have Afro-Cuban music & dance, Folk Arts & Crafts, Music Appreciation & Song Writing, Music Production, Gardening, and will be adding String Instrument Band class, as well.
 - Parallel Program Enrichment: We also offer optional Enrichment Specialties on site during program hours that students must be signed up for in order to attend. OUSD-approved outside contractors provide the additional offerings on our campus: Choir, OAL Sports (soccer, basketball, volleyball, track & field, flag football, junior coaching), LGBTQ Rainbow Club, Girls of the African Diaspora Club, and Newspaper Club.
- Clean-Up & Closing Circle: Groups work together to tidy up their shared spaces by putting up chairs, helping the custodians pick up objects from the floors, return sports equipment to ball bags, organize supplies, close windows, turn off fans, and clear desks/tables. Program Instructors facilitate a Closing Circle with students, similar to the Welcome Circle, by providing a prompt such as asking students to individually briefly share something they learned that day, something they are looking forward to doing the next day, someone they want to appreciate, or their favorite moment of that day.
- Students at Upper Yard or Cafeteria: Program Instructors bring students together in the designated waiting area at the very end of the day. There are boardgame & light art activity offerings for students to engage in while they wait to be picked up. They are free to chat and socialize in the designated area. Site Coordinators check in with Program Instructors individually or in small groups during this time as well to exchange pertinent information about their work day with their students.