OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Office Use: **Legislative File Info.**	
File ID Number	23-1177
Introduction Date	5/24/23
Enactment Number	23-0984
Enactment Date	5/24/2023 CJH

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Meeting Date	May 24, 2023
Subject	Summer Programming Addendum to Expanded Learning Programs After School Program Master Contract 2022-2025 with Bay Area Community Resources

Ask of the Board

X Approve Summer Programming Addendum
☐ Ratify Summer Programming Addendum

Background and Recommendation

On June 29, 2022, the District and vendor entered into an Expanded Learning Programs After School Program Master Contract 2022-2025 for vendor to serve as lead agency for program coordination, academic intervention, homework support, student supervision and a variety of enrichment services for twenty-eight OUSD school sites. That Master Contract requires that, if summer services are to be added, a separate Scope of Work be submitted reflecting the summer scope, summer budget, and any changes in location as to summer services.

This Summer Programming Addendum is being submitted to name the twelve school sites where vendor will provide summer services for the summer of 2023 (Elmhurst United Middle School, Fremont High School, Greenleaf Elementary School, Korematsu Discovery Academy, Life Academy, Lockwood STEAM Academy, Martin Luther King, Jr. Elementary School, Oakland Technical High School, Prescott Elementary School, Ralph J. Bunche Academy, Rudsdale Continuation School, and Street Academy), as well as to increase the Master Contract not-to-exceed amount by $814,238.70 to cover the cost of summer services as these locations.

Term Start Date: 7/1/2022 End Date: 7/31/2025

Not-To-Exceed Amount	*$31,673,629.70*
Competitively Bid	Yes If the Service Agreement/Contract was not competitively bid and the not-to-exceed amount is more than $99,100, list the exception(s) that applies (requires Legal review/approval and may require a resolution): Exception: Specialized services
In-Kind Contributions	*District staff monitor budgets and grant compliance requirements. District provides space for programs and Custodial Services.*
Funding Source(s)	*Resource 3226 – After School Education and Safety (ASES) Program in the amount of $9,300,987.00; Resource 4124 – 21st Century Program in the amount of $5,571,267.80; Resource 2600 – Expanded Learning Opportunities Program in the amount of $16,200,000.00; Resource 3225 – Elementary and Secondary School Emergency Relief III Program in the amount of $601,374.90*
Attachment(s)	● Summer Programming Addendum No. 1 to Expanded Learning Programs After School Program Master Contract 2022-2025 ● Summer Program Plans and Budgets ● Original Master Contract, Enactment No. 22-1286 ● Request for Proposal 21-104ASP and Vendor Bid Materials ● Request for Proposal 21-115ExLO and Vendor Bid Materials

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SUMMER PROGRAMMING ADDENDUM
TO EXPANDED LEARNING PROGRAMS
AFTER SCHOOL PROGRAM MASTER CONTRACT 2022-2025
BETWEEN OAKLAND UNIFIED SCHOOL DISTRICT AND
_____Bay Area Community Resources_____

ADDENDUM NO. ____1____, FOR SUMMER 2023

This Addendum No. ___1___, for Summer 2023 supplements the Master Contract 2022-2025 (Contract) between Oakland Unified School District (OUSD) and _____Bay Area Community Resources_____ (Contractor) entered into on ___June 29, 2022_____ (OUSD Enactment No. __22-1286___). All terms in the aforementioned Contract remain unchanged, and Contractor remains obligated to provide all services described therein. The parties agree to supplement that Contract as follows:

1. Summer Program Sites, Days, Hours, Grades Served

Contractor shall offer programming during Summer 2023, Monday through Friday, every regular summer school day, at the sites, dates, hours, and grade levels provided here:

Site Name	**Date Range**	**No. Days**	**Hours of Operation**	**Grade Levels Served**
Elmhurst Middle	5/31/23 – 6/30/23	22	8:30 am – 5:30 pm	6-8
Fremont High	6/5/23 – 6/16/23	10	8:30 am – 2:30 pm	8
Greenleaf Elementary	6/5/23 – 7/7/23	23	8:30 am – 5:30 pm	TK-7
Korematsu Discovery Academy	6/5/23 – 7/7/23	23	8:30 am – 5:30 pm	TK-4
Life Academy (5-8) Life Academy (9-12)	5/31/23 – 6/23/23 6/1/23 – 6/23/23	17 16	8:30 am – 5:30 pm 8:30 am – 2:30 pm	5-8 9-12
Lockwood STEAM Academy	6/5/23 – 7/7/23	23	8:30 am – 5:30 pm	TK-4
Martin Luther King, Jr. Elementary	6/5/23 – 7/7/23	23	8:30 am – 5:30 pm	TK-4
Oakland Tech Oakland Tech Performing Arts	6/1/23 – 6/30/23 6/5/23 – 6/30/23	21 19	8:30 am – 2:30 pm 8:30 am – 2:30 pm	8-11 9-11

Prescott Elementary	6/5/23 – 6/30/23	21	8:30 am – 3:30 pm	TK-4
Ralph J. Bunche Academy	6/5/23 – 6/30/23	19	8:30 am – 2:30 pm	10-12
Rudsdale Continuation	6/5/23 – 6/30/23	19	8:30 am – 2:30 pm	11-12
Street Academy	6/5/23 – 6/21/23	12	8:30 am – 2:30 pm	8

2. Summer Program Components/Scope of Work

The services to be provided during the above-referenced time period are described in the scopes of work attached as Exhibit A. There shall be a scope of work for each site. These services will be performed in accordance with any COVID-19-related federal, state, and/or local orders, and Contractor shall immediately follow all OUSD directives regarding health and safety protocols. 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.

3. Compensation

Contingent on OUSD receipt of California Department of Education and/or U.S. Department of Education summer programming grant funds, and subject to grant funding levels, the award amount (21st Century Supplemental grant, Summer ESSERS, and/or ELOP - Expanded Learning Opportunities Program grants) for Contractor are as follows:

Site Name	**Award Amount**
Elmhurst Middle School	$107,500.80
Fremont High School	$15,270.00
Greenleaf Elementary School	$112,387.20
Korematsu Discovery Academy	$121,438.80
Life Academy (5-8) Life Academy (9-12)	$41,534.40 $14,659.20
Lockwood STEAM Academy	$105,363.00
Martin Luther King, Jr. Elementary School	$119,411.40
Oakland Technical High School Oakland Technical High School Performing Arts	$41,687.10 $58,026.00
Prescott Elementary School	$49,322.10
Ralph J. Bunche Academy	$5,802.60

Rudsdale Continuation School	$14,506.50
Street Academy	$7,329.60
Total Award	**$814,238.70**

4. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion**: Contractor certifies to the best of his/her/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, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

5. **Approval:** Approval requires signature by the Board of Education and/or the Superintendent as its designee. This Addendum shall be deemed approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

This Addendum and all future addendums, amendments and supplements to the Contract may be executed in one or more counterparts, all of which shall constitute one and the same Contract. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either of the parties and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing party and the receiving party may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. This section constitutes a waiver by each party of the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

OAKLAND UNIFIED SCHOOL DISTRICT

X President, Board of Education — 5/25/2023 — Date

☐ Superintendent

☐ Chief or Deputy Chief

Secretary, Board of Education — 5/25/2023 — Date

CONTRACTOR

DocuSigned by: Don Blasky F8EAF67U6FAF483...
Contractor Signature — 4/27/2023 — Date

Don Blasky, Chief Program Officer
Print Name, Title

Form approved by OUSD General Counsel's Office for 2022-2023 FY

FOR OUSD PURPOSES ONLY – The following information is not part of the Addendum.

Alignment with Single Plan for Student Achievement – SPSA (required if using State or Federal Funds)
Please select: ☐ **Action Item included in Board Approved SPSA** (no additional documentation required)–Item Number:_____ ☐ **Action Item added as modification to Board Approved SPSA** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off. a. Relevant page of SPSA with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date. b. Meeting announcement for meeting in which the SPSA modification was approved. c. Minutes for meeting in which the SPSA modification was approved indicating approval of the modification. d. Sign-in sheet for meeting in which the SPSA modification was approved.

EXHIBIT "A" SCOPE OF WORK

[ATTACH BUDGET TOOL AND EXPANDED LEARNING OPPORTUNITY PROGRAM PLANNING TOOL FOR EACH SITE]

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Elmhurst United	**Summer Principal:**	Emily Rasmussen	**What model are you supporting?**	Collaborative	**Grades Served:**	6-8
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Christina Green	**Target Summer (ADA) Average Daily Attendance:**	160	**Student Start Date**	5/31/2023
Official Summer Learning Name	Elmhurst Summer Program - BACR					**Student End Date**	6/30/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director: Lisa Pennes**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
The summer program will be district led and students are recruited from the participating school sites. All families selected to participate in the summer program will be notified through either phone call, text, or Parent Square. We will give families several oppportunities to drop-in to fill out the applicationas and they will also be availaible in the main office. We will post and distribute fliers through the school newsletter and Parent Square.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	5/30/23_5pm_

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed				
You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.				
Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.				
The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**				
Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**	
Christina Green	cgreen@bacr.org	Elmhurst United	Coordinator	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**	
Chandra Johnson	**chandra.johnson@bacr.org**	**Elmhurst United**	**Program assisting**	
Shujaa(Samuel Wallace)	**swallace@bacr.org**	**Elmhurst United**	**Reading Comprehension / Book club**	
Eryn Swarn	**eswarn@bacr.org**	**Elmhurst United**	**TBD**	
Danny Lopez	**danny.lopez@bacr.org**	**Elmhurst United**	**Soccer**	
Jensen Best	**jbest@bacr.org**	**Elmhurst United**	**TBD**	
Taylor McGhee	**tmcghee@bacr.org**	**Elmhurst United**	**TBD**	

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
P. 110	20	12pm-5pm		Gym	140	12pm-5pm
P. 112	20	12pm-5pm		Gym bathrooms	140	12pm-5pm
P.116	20	12pm-5pm		Field	140	12pm-5pm
P. 118	20	12pm-5pm		Birch Black Top	140	12pm-5pm
P.1500	20	12pm-5pm		Black top bathrooms	140	12pm-5pm
P.3500	20	12pm-5pm				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum

In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	Staff will set up schedules according to the students grade, they will plan lessons that can be done virtually. We will continue to use online resources: Reading with Relevance, Upward Roots, Destiny Arts etc. … Staff will conduct ongoing check-ins with students via Zoom and phone calls.
Describe how the program will engage students virtually if in-person instruction is halted.	Staff will plan engaging virtual lesson plans, brain breaks, community circles, physical activity.
Does the agency have the capacity to enroll students online?	Yes

How would the program recruit students with the shelter in place requirement?	In partnership with the daytime administration, we will enroll the students for the after school summer program. Student recruitment will include various methods, via Talking Points, Parent Square, Canvas and in person via material distribution to all of the families informing them of the summer program opportunity for their students.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF67067AF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F88692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	Elmhurst Summer Program - BACR		
Site #:	229		
Lead Agency	Bay Area Community Resources		
# Of Summer Students	160		
# Of Summer Program Days	22		
Total Summer Funds	107500.8	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		107,500.80	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	2,000.00	
4310	Curriculum		
5829	Field Trips (fees, supplies)	1,000.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	1,000.00	
	Incentives		
	Family Night Supplies	1,000.00	
	Recreation	5,000.00	
	TOTAL BOOKS AND SUPPLIES	**10,000.00**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator - Christina Green - $30/hr x 8 hours x 27days = $6,480 + Fringe (1620)= $8,100	8,100.00	
5825	Assistant Coordinator - Chandra - $25/hr x 8 hours x 27 days = $5,400 + Fringe (1350) Total = $6,750	6,750.00	
	Program Assistant - Dorian Lara - $24/hr x 8 hours a day x 27 days = $5,184 + Fringe ($1,296) = $6,480	6,480.00	
5825	Academic Instructors (8 staff x $23/hr x 6/hrs a day x 27 days = $29,808 + Fringe(7452) = $37,260 - Taylor Mcghee, Eryn Swarn, Danny Lopez, Jensen Best, Samuel Wallace & TBD	37,260.00	

5825	Professional Development 16 hours x 10 staff x 23/hr =	2,500.00	
	Summer Quality Assurance Manager- Lisa Pennes - $1750+	2,187.50	
	Subcontractors	28,588.65	
5825	Quality Assurance Coordinator on Special Assignment - $1200 + Fringe (300)	1,500.00	
5825	Employee benefits		
	Total Services	**93,366.15**	**0.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**103,366.15**	**0.00**
	Allowable lead agency admin costs (at 4% of contracted	**4,134.65**	
TOTALS			
	Total BUDGETED	107,500.80	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Fremont High	**Summer Principal:**	Ms. Baez and Mr. Boyd	**What model are you supporting?**	Independent	**Grades Served:**	9
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**		**Target Summer (ADA) Average Daily Attendance:**	40	**Student Start Date**	6/5/2023
Official Summer Learning Name	Fremont Bridge to 9th - BACR					**Student End Date**	6/16/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
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☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
Anticipated summer program student recruitment and retention activities are done by the Principal and her teacher lead who has already put out this summer bridge information for families and students to apply.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	6/5/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Darlene Kato	dkato@bacr.org	FHS	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Jaliza Collins	jcollins@bacr.org	FHS	Build- 9th grade
Tatiana Chaterji	tatiana.chaterji@ousd.org	FHS	Restore Oakland-9th to 12th grade

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used
1203	10	2		All 1200 bathrooms	40	2
1204	10	2		Auditorium	20	3
1205	10	2		Football Field	20	3
1206	10	2		Courtyard	20	3
1207	10	2		Gym	30	3
1208	10	2				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	We would have to use virtual websites like zoom to move forward with summer programming if schools must close for in-person instruction
Describe how the program will engage students virtually if in-person instruction is halted.	Our program will engage students virtually if in-person instruction is halted by sharing screen of videos or games we can play virtually
Does the agency have the capacity to enroll students online?	Yes, our agency has the capacity to enroll students online.
How would the program recruit students with the shelter in place requirement?	Recruitment can be done online and by phone if the shelter in place is required.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky FBEAF0700FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Fremont High**		
Site #:	**302**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**50**		
# Of Summer Program Days	**10**		
Total Summer Funds	**15270**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		15,270.00	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer		
4310	Curriculum		
5829	Field Trips (fees, supplies) 1500 x 2 trips	3,000.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks 500/wk x 2 wks	1,000.00	
	Incentives 25 per students x 100 students	2,500.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**6,500.00**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Darlene Kato $28hr	3,130.00	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825		1,875.00	
5825	STEM Instructors (# of staff X total hours X hourly rate, including prep and training time)		
5825	Contracted OUSD Summer Teachers		
5825	Subcontractors (please list each specific subcontracting agency)		
5825	Professional Development	988.00	
5825	Employee benefits		

	Program Managers $1000.00 + 25% fringe 250.00 total	1,250.00	
	Total Services	**7,243.00**	**0.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**13,743.00**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**1,527.00**	
TOTALS			
	Total BUDGETED	15,270.00	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Greenleaf Elementary	**Summer Principal:**	Martha Escobar-giron	**What model are you supporting?**	Collaborative	**Grades Served:**	TK-7
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Miladi Almaweri-borrero	**Target Summer (ADA) Average Daily Attendance:**	160	**Student Start Date**	6/5/2023
Official Summer Learning Name	Greenleaf K-8 - Summer - BACR					**Student End Date**	7/7/2023

Section 2: Lead Agency Assurances:	
	Please review and initial each item and sign below.
☑	AM I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	AM I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	AM I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	AM I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	AM I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	AM I understand OUSD Summer Programs are intended to be free programs.
☑	Name and Signature of Summer Lead Agency Director: Ana Martinez

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
In partnership with the daytime administration, we will enroll the students for the after school summer program. Student recruitment will include various methods, via Talking Points, Parent Square, and in person via material distribution to all of the families informing them of the summer program opportunity for their students. Line staff will make sure that they implement learning in their lesson plans as well as check in with the students regularly to make sure that they are engaging with the lessons. Staff will plan engaging lesson plans, brain breaks, community circles, physical activity etc.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	6/7/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Leslie Arcement	larcement@bacr.org	Greenleaf	Coordinator
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
11 Instructors TBD	TBD	Greenleaf	All Grades/All Subjects
Miladi Almaweri-Borrero	malmaweri-borrero@bacr.org	Greenleaf	Coordinator on Special Assignment

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
A112, A113, A114,	20	12:30 -5:30		Basketball field	20	12:30 -5:30
A117, A119	20	12:30 -5:30		2 Play Structures	20 each	12:30 -5:30
A103, A102, A101	20	12:30 -5:30		All bathrooms	All	12:30 -5:30
A115		8:30 - 5:30				
B105-Cafeteria	All	12:30 -5:30				
Cafeteria Bathrooms	All	12:30 -5:30				

For off-site programs, please add the address where the summer program will be held.
N/A

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	In the event of a school closure program will continue to give students access to academic support tthrough online meetings and digital platforms. We will also support social-emotional learning. There will be various enrichment offerings. All students will be provided with staff zoom links and updated schedules.
Describe how the program will engage students virtually if in-person instruction is halted.	Program will engage students virtually through live Zoom meetings and weekly wellness checks. Students will continue to receive academic support and enrichment classes. We will also offer brain breaks and virtual field trips. Every Friday, we will host a social hour and students will have an opportuntity to engage with each other, socialize, and play games together.
Does the agency have the capacity to enroll students online?	The agency has the capacity to enroll students online.
How would the program recruit students with the shelter in place requirement?	Program would recruit students through phone calls, text, Parent Square and the schools weekly newsletter. Distribution of fliers and hanging posters would also be another way to recruit.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Greenleaf Elementary**		
Site #:	**112**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**160**		
# Of Summer Program Days	**23**		
Total Summer Funds	**112387.2**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		112,387.20	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	3,083.48	
4310	Curriculum		
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks		
	Incentives		
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**3,083.48**	**0.00**
CONTRACTED SERVICES			
5825	Summer Program Coordinator-Leslie Arcement-$27/hr x 8	7,290.00	
5825	11 Enrichment Facilitators - $23/hr x 8/hrs day = $2,024/day x 27days = $54,648 + Fringe ($13,662) = $68,310	68,310.00	
5825	Instuctors Professional Development / Meetings = 11	6,900.00	
5825	Summer Coordinator on Special Assignment-Miladi	7,290.00	
5825	TBD -Professional Development/ Meetings 20/hrs x $23 =	575.00	
5825	Summer Quality Assurance Manager-Ana Martinez - $2,000	2,500.00	
5825		2,700.00	
5825		2,500.00	

	Total Services	**98,065.00**	**0.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**101,148.48**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**11,238.72**	
TOTALS			
	Total BUDGETED	112,387.20	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Fred T. Korematsu	**Summer Principal:**	pary.chuong@ousd.org	**What model are you supporting?**	Collaborative	**Grades Served:**	TK-4
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Summer Site Coordinator Name	**Target Summer (ADA) Average Daily Attendance:**	140	**Student Start Date**	6/5/2023
Official Summer Learning Name	KDA Summer - BACR					**Student End Date**	7/7/2023

Section 2: Lead Agency Assurances:	
	Please review and initial each item and sign below.
☑	AM I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	AM I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	AM I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	AM I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	AM I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	AM I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director: Ana Martinez**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
The school will reach out to parents and offer enrollment support and deadlines for parents. We will recruit via parent square and face to face outreach with parents. For retention we will host weekly attendance challenges for students and offer certificates and prizes for students with perfect attendance throughout thte week. Students who have perfect attendance thoughout the week will be entered in a raffle for the end of summer learning for a chance to win larger prizes..	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	6/1/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed
You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.
Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.
The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Carlos Cruz	rcarloscruz@bacr.org	Esperanza	Coordinator
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Jazmin Garcia	jazmin.garcia@bacr.org	Esperanza	All Grades/All Subjects
Jasmine Swayne	jswayne@bacr.org	KDA	All Grades/All Subjects
7 Instructors	TBD	TBD	All Grades/All Subjects

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used
P4		8:30 - 5:30		Playground	140	12:30 - 5:30
Cafeteria	140	12:30 - 5:30		Outside Bathrooms	140	12:30 - 5:30
P1, P3, P5, P6, P7, P8, P9, P10, A1, A2, A3,A4	140	12:30-5:30		Multipurpose room	140	12:3-5:30

For off-site programs, please add the address where the summer program will be held.
N/A

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	In the event of a school closure program will continue to give students access to academic support tthrough online meetings and digital platforms. We will also support social-emotional learning. There will be various enrichment offerings. All students will be provided with staff zoom links and updated schedules.
Describe how the program will engage students virtually if in-person instruction is halted.	Program will engage students virtually through live Zoom meetings and weekly wellness checks. Students will continue to receive academic support and enrichment classes. We will also offer brain breaks and virtual field trips. Every Friday, we will host a social hour and students will have an opportuntity to engage with each other, socialize, and play games together.
Does the agency have the capacity to enroll students online?	The agency does have the capacity to enroll students online.
How would the program recruit students with the shelter in place requirement?	Program would recruit students through phone calls, text, Parent Square and the schools weekly newsletter. Distribution of fliers and hanging posters would also be another way to recruit.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Fred T. Korematsu**		
Site #:	**172**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**120**		
# Of Summer Program Days	**24**		
Total Summer Funds	**121,438.80**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		121,438.80	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	3,761.92	
4310	Curriculum	1,000.00	
5829	Field Trips (fees, supplies)	1,000.00	
	Bus tickets for students		
	Rental bus for field trips	3,500.00	
	Snacks	1,000.00	
	Incentives	750.00	
	Family Night Supplies	750.00	
	TOTAL BOOKS AND SUPPLIES	**11,761.92**	**0.00**
CONTRACTED SERVICES			
5825	Summer Program Coordinator-Carlos Cruz-$27/hr x 8 hours	7,290.00	
5825	Summer Program Assistant-Jasmine Swayne-$23/hr x 8	6,210.00	
5825	Summer Program Assistant-Jazmin Garcia-$23/hr x 8 hours	6,210.00	
5825	7 Enrichment Facilitators - $23/hr x 8/hrs day = $1,288/day	43,470.00	
5825	Instuctors Professional Development / Meetings = 9	5,175.00	
5825	Summer Quality Assurance Manager-Ana Martinez - $1,750	2,188.00	
5825		2,700.00	
5825		3,500.00	
	Cluster Lead 3 x 7,000	20,790.00	
	Total Services	**97,533.00**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**109,294.92**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**12,143.88**	
TOTALS			
	Total BUDGETED	121,438.80	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F66692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Life Academy (6-8)	**Summer Principal:**	Aryn Bowman	**What model are you supporting?**	District led	**Grades Served:**	6th-8th
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Yolanda Sanchez	**Target Summer (ADA) Average Daily Attendance:**	80	**Student Start Date**	5/31/2023
Official Summer Learning Name	Life Academy MS Summer - BACR					**Student End Date**	6/23/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
40 kids: Bridge into 6th grade (incoming 6th graders) with reading, math, science and elective. Hopefully push in support provided 45 kids: A mixed 7/8 program with reading, math, elective. Push in support provided by Daisy Hernandez. MS programming will run ☎May 31st -☎June 23 with a paid planning day of ☎May 30. The morning circle games during break and the electives will be run by BACR staff. We have already planned 3 field trips on each Friday of program: A Cal Academy trip on ☎June 9th, a SF Bay aquarium trip on ☎June 16 and ending the summer program at Cull Canyon on ☎June 22 doing kick ball, capture the flag, other activities, BBQ, etc. This would mean classes/instructional days are 15 total. Reading classes to support students with their summer reads which we have traditionally assigned every class rising 6th-8th. There is curriculum available for this.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	☎Thursday, April 20th

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Yolanda Sanchez	ysanchez@bacr.org	Life Academy	BIC
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Margarita Guzman	margarita.guzman@bacr.org	Life Academy	Attendance and crafts
Gisselle Munoz	Gmunoz@bacr.org	Life Academy	BIC
Arcelia Renteria	arenteria@bacr.org	Life Academy	BIC and Crafts

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
Room 28	20	6		P6	10	
Room 24	20	6		P5	10	
Room 26	20	6				
Room 20	15	6				
Room 22	15	6				
Room 23	20	6				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	All our staff members and our contractors are well trained in providing on-line programs inlcuding SEL framworks and content specfic programs which include project based learning and showcasing work.
Describe how the program will engage students virtually if in-person instruction is halted.	We will use zoom and or another virtual platform suggested by OUSD.
Does the agency have the capacity to enroll students online?	We do provide the capacity to enroll students online throught our BACR website. Our site includes enrollment forms, resources, parent support including tech support and more.
How would the program recruit students with the shelter in place requirement?	All students and family members will be notified about the porgram offering via parent square.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAE5706EAE483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Life Academy (6-8)**		
Site #:	**245**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**80**		
# Of Summer Program Days	**17**		
Total Summer Funds	**41534.4**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		41,534.40	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	787.50	
4310	Curriculum		
5829	Field Trips (fees, supplies) 1500 x 2 trips	3,000.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks 100per day x 17days	1,700.00	
	Incentives 50.00 x 80 students	4,000.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**9,487.50**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Yolanda Sanchez	4,593.75	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825		5,625.00	
5825	STEM Instructors (Gisselle Munoz $25hr total hours	2,812.50	
$	Program Managers $1000.00 + 25% fringe 250.00 total	1,250.00	
5825		12,600.00	
5825	Professional Development	1,012.21	
5825	Employee benefits		
	Total Services	**27,893.46**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	**4,153.44**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**37,380.96**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**4,153.44**	
TOTALS			
	Total BUDGETED	41,534.40	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Life Academy of Health&Bioscience	**Summer Principal:**	Aryn Bowman	**What model are you supporting?**	Collaborative	**Grades Served:**	9-12
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Yolanda Sanchez	**Target Summer (ADA) Average Daily Attendance:**	80	**Student Start Date**	6/1/2023
Official Summer Learning Name	Life Academy HS - BACR					**Student End Date**	6/23/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☐	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
We will determine which students are attending the credit recovery portion of the summer and inform them of the options we have avalible from 12:30pm to 3pm. This will happen the 1st two weeks of May. We will also inform all the rising 9th graders that we have space for some of them in a culinary Arts offering called Rainbow chefs.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	May 4th

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Yolanda Sanchez	ysanchez@bacr.org	Life Academy MS/HS	10th-12th
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Gissel Munoz	Gmunoz@bacr.org	Life Academy MS/HS	10th-12th
Marina Mendoza	marina.mendoza@bacr.org	Life MS	9th

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used
Portable 6	10	12:30-3pm		Black Top	30	13:30-3pm

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	All our staff members and our contractors are well trained in providing on-line programs inlcuding SEL framworks and content specfic programs which include project based learning and showcasing work.
Describe how the program will engage students virtually if in-person instruction is halted.	We will use zoom and or another virtual platform suggested by OUSD.
Does the agency have the capacity to enroll students online?	We do provide the capacity to enroll students online throught our BACR website. Our site includes enrollment forms, resources, parent support including tech support and more.
How would the program recruit students with the shelter in place requirement?	All students and family members will be notified about the porgram offering via parent square.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF0700FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F60892CEU405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Life Academy of Health&Bioscience**		
Site #:	**335**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**75**		
# Of Summer Program Days	**16**		
Total Summer Funds	**14,659.20**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		14,659.20	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	2,000.00	
4310	Curriculum		
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	1,000.00	
	Incentives	800.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**3,800.00**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff)		
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825	Enrichment Facilitators Marina Mendoza 23hr x 30hrs/wk x 3 wks = $2070.00 +25% Fringe $517.00 Total $2587.50	2,587.50	
5825	Academic Support Specialist ESMERALDA ARGUETA 45hr x	5,062.50	
5825			
5825	Subcontractors (please list each specific subcontracting agency)		

5825	Professional Development	493.28	
5825	Employee benefits		
	Program Managers $1000.00 + 25% fringe 250.00 total	1,250.00	
	Total Services	**9,393.28**	**0.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**13,193.28**	**0.00**
	Allowable lead agency admin costs (at 4% of contracted	**1,465.92**	
TOTALS			
	Total BUDGETED	14,659.20	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F88892CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Lockwood STEAM	**Summer Principal:**	Nehseem Ratchford	**What model are you supporting?**	Collaborative	**Grades Served:**	TK-4
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Vickie Viney	**Target Summer (ADA) Average Daily Attendance:**	150	**Student Start Date**	6/5/2023
Official Summer Learning Name	Lockwood Summer - BACR					**Student End Date**	7/7/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	AM I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	AM I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	AM I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	AM I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	AM I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	AM I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director: Ana Martinez**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
The school will reach out to parents and offer enrollment support and deadlines for parents. We will recruit via parent square and face to face outreach with parents. For retention we will host weekly attendance challenges for students and offer certificates and prizes for students with perfect attendance throughout thte week. Students who have perfect attendance thoughout the week will be entered in a raffle for the end of summer learning for a chance to win larger prizes..	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	6/1/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Vickie Viney	vviney@bacr.org	Lockwood STEAM Academy	Coordinator
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Cynthia Bellinger	cbellinger@bacr.org	Lockwood STEAM Academy	All Grades/All Subjects
Shazzan Key	skey@bacr.org	Lockwood STEAM Academy	All Grades/All Subjects
9 Line Staff	TBD	TBD	All Grades/All Subjects

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
Rm 205		8:30 - 5:30		Playground	150	12:30 - 5:30
Cafeteria	150	12:30 - 5:30		Outside Bathrooms	150	12:30 - 5:30
Rm A2	20	12:30 -5:30		Portable C	20	12:30 - 5:30
Rm A6	20	12:30 - 5:30		Portable B	20	12:30 - 5:30
Rm A4	20	12:30 - 5:30		Portable A	20	12:30 - 5:30
Rm 203	20	12:30 - 5:30		Portable D	20	12:30 - 5:30

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	In the event of a school closure program will continue to give students access to academic support tthrough online meetings and digital platforms. We will also support social-emotional learning. There will be various enrichment offerings. All students will be provided with staff zoom links and updated schedules.
Describe how the program will engage students virtually if in-person instruction is halted.	Program will engage students virtually through live Zoom meetings and weekly wellness checks. Students will continue to receive academic support and enrichment classes. We will also offer brain breaks and virtual field trips. Every Friday, we will host a social hour and students will have an opportuntity to engage with each other, socialize, and play games together.
Does the agency have the capacity to enroll students online?	The agency has the capacity to enroll students online.
How would the program recruit students with the shelter in place requirement?	Program would recruit students through phone calls, text, Parent Square and the schools weekly newsletter. Distribution of fliers and hanging posters would also be another way to recruit.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F5EAF5706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 303F68602CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Lockwood STEAM**		
Site #:	**160**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**150**		
# Of Summer Program Days	**23**		
Total Summer Funds	105363	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		105,363.00	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	3,178.70	
4310	Curriculum		
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	750.00	
	Incentives		
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**3,928.70**	**0.00**
CONTRACTED SERVICES			
5825	Summer Program Coordinator-Vickie Viney-$27/hr x 8	7,290.00	
5825	Summer Program Assistant-Cynthia Bellinger-$23/hr x 8	6,210.00	
5825	11 Enrichment Facilitators - $23/hr x 8/hrs day =	68,310.00	
5825	Instuctors Professional Development / Meetings = 11	6,900.00	
5825	Summer Quality Assurance Manager-Ana Martinez - $1,750	2,188.00	
5825			
5825			
5825			
	Total Services	**90,898.00**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	0.00	0.00
SUBTOTALS			
	Subtotals DIRECT SERVICE	**94,826.70**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**10,536.30**	
TOTALS			
	Total BUDGETED	105,363.00	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Martin Luther King Jr	**Summer Principal:**	Roma Groves-waters	**What model are you supporting?**	District Led	**Grades Served:**	TK-4
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Lateshya Johnson	**Target Summer (ADA) Average Daily Attendance:**	170	**Student Start Date**	6/5/2023
Official Summer Learning Name	MLK Jr. Summer Programs					**Student End Date**	7/7/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director: Lisa Pennes**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
The summer program will be district led and students are recruited from the participating school sites. All families selected to participate in the summer program will be notified through either phone call, text, or Parent Square. We will give families several oppportunities to drop-in to fill out the applicationas and they will also be availaible in the main office. We will post and distribute fliers through the school newsletter and Parent Square.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	May 30th 2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed
You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.
Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.
The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Lateshya Johnson	ljohnson@bac.org	MLK	Coordinator
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Iesha Lee	**llee@bacr.org**	**MLK**	4
Symone Jone	**sjones@bacr.org**	**MLK**	3
Eric Fry	**efry@bacr.org**	Sankofa	4
Eric Fry	**efry@bacr.org**	**Sankofa**	2
Shere Banks	**sbanks@bacr.org**	**MLK**	2
Bianca Bryant	**bbryant@bacr.org**	**MLK**	1

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
E building Auditorium	170	12:00-5:00		Assembly Area Small Yard	85	
C Building (C1, C2, C3)	60	12:00-5:00		Assembly Area Big Yard	85	
B Building (B1, B3, B4, B6, B7)	100	12:00-5:00				
A Building (A1, A3, A7)	60	12:00-5:00				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum

In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	Staff will set up schedules according to the students grade, they will plan lessons that can be done virtually. We will continue to use online resources: Reading with Relevance, Upward Roots, Destiny Arts etc. … Staff will conduct ongoing check-ins, activities and tutoritng with students via Zoom and phone calls.
Describe how the program will engage students virtually if in-person instruction is halted.	Staff will plan engaging virtual lesson plans, brain breaks, community circles, physical activity, study groups etc.
Does the agency have the capacity to enroll students online?	Yes

How would the program recruit students with the shelter in place requirement?	In partnership with the daytime administration, we will enroll the students for the after school summer program. Student recruitment will included various methods, via Talking Points, Parent Square, Canvas and in person via material distribution to all of the families informing them of the summer program opportunity for their students.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF0706FAF493...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F08692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Martin Luther King Jr**		
Site #:	**182**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**170**		
# Of Summer Program Days	**23**		
Total Summer Funds	**119,411.40**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		119,411.40	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	5,812.26	
4310	Recreation & Celebrations	5,000.00	
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks		
	Incentives	1,500.00	
	Family Night Supplies	1,500.00	
	TOTAL BOOKS AND SUPPLIES	**13,812.26**	**0.00**
CONTRACTED SERVICES			
5825	Coordinator - Lateshya Johnson - $27/hr x 6 hours x 27	5,467.00	
5825	Co Coordinator - James Jacobs - $27/hr x 6 hours x 27 days	5,467.00	
5825	Enrichment Facilitators (10 @ $23/hr x8 hours x 27 days = $49,680 +Fringe (12,420) = Total $62,100	62,100.00	
5825	Professional Development 16 hours x 10 staff x 23/hr =	2,500.00	
5825	Summer Quality Assurance Manager- Lisa Pennes - $1750+	2,187.00	
5825	Subcontractors	15,000.00	
5825	Quality Assurance Coordinator on Special Assignment - $750 + Fringe (187)	937.00	
5825			

	Total Services	93,658.00	0.00
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	0.00	0.00
SUBTOTALS			
	Subtotals DIRECT SERVICE	107,470.26	0.00
	Allowable lead agency admin costs (at 10% of contracted	11,941.14	
TOTALS			
	Total BUDGETED	119,411.40	
	BALANCE remaining to allocate	0.00	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Oakland Technical High	**Summer Principal:**	D'juan Woolridge	**What model are you supporting?**	Collaborative	**Grades Served:**	8-11
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Quincie Howard	**Target Summer (ADA) Average Daily Attendance:**	65	**Student Start Date**	6/1/2023
Official Summer Learning Name	Official Summer Learning Program Name					**Student End Date**	6/30/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☐	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
We will be working closely with the academic counselors who will be spearheading enrollment based on need and interest. Our efforts and activities will also be creatively paired with teachers curriculm.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	5/28/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Quincie Howard and Erin Walker	Qhoward@bacr.org, Ewalker@bacr.org	Oakland Technical High School	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Victoria Clachar	VClahar@bacr.org	Oakland Tech	
Sincere Buffin	Sbuffin@bacr.org	Oakland Tech	

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used
2	50	9am - 3pm		aud. courtyard	50	9am - 3pm

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	All of our programs can be adjusted to virtual learning if need be. Arrangements can be made to have students pick up materials to be used for a virtual experience.
Describe how the program will engage students virtually if in-person instruction is halted.	Zoom or Google Meets will be used in the event of virtual learning to promote visual learning as well as participation.
Does the agency have the capacity to enroll students online?	yes
How would the program recruit students with the shelter in place requirement?	Enrollment can be electronic, allowing students to sign up and receive information and instructions oh how to connect and engage.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F08692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Oakland Technical High**		
Site #:	**305**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**65**		
# Of Summer Program Days	**21**		
Total Summer Funds	**41687.1**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		41,687.10	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	2,500.00	
4310	Curriculum		
5829	Field Trips (fees, supplies)	5,000.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	2,500.00	
	Incentives	2,500.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**12,500.00**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Erin Walker and	11,250.00	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825			
5825	STEM Instructors (# of staff X total hours X hourly rate,		
5825	Contracted OUSD Summer Teachers		
5825		11,000.00	
5825	Professional Development	1,518.39	
5825	Employee benefits		
	Program Managers 1000.00 +25% fringe 250 Total 1250.00	1,250.00	
	Total Services	**25,018.39**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	**4,168.71**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**37,518.39**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**4,168.71**	
TOTALS			
	Total BUDGETED	41,687.10	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Oakland Technical High	**Summer Principal:**	Taiwo Kujichagulia-seitu	**What model are you supporting?**	Collaborative	**Grades Served:**	Grades Served
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Quincie Howard	**Target Summer (ADA) Average Daily Attendance:**	100	**Student Start Date**	6/5/2023
Official Summer Learning Name	Oakland Tech Summer - BACR					**Student End Date**	6/30/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☐	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
We will be working closely with the academic counselors who will be spearheading enrollment based on need and interest. Our efforts and activities will also be creatively paired with teachers curriculm.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	5/28/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Erin Walker and Quincie Howard	ewalker@bacr.org and qhoward@bacr.org	Oakland Tech	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	All of our programs can be adjusted to virtual learning if need be. Arrangements can be made to have students pick up materials to be used for a virtual experience.
Describe how the program will engage students virtually if in-person instruction is halted.	Zoom or Google Meets will be used in the event of virtual learning to promote visual learning as well as participation.
Does the agency have the capacity to enroll students online?	yes
How would the program recruit students with the shelter in place requirement?	Enrollment can be electronic, allowing students to sign up and receive information and instructions oh how to connect and engage.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF670BFAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68892CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Oakland Technical High**		
Site #:	**305**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**100**		
# Of Summer Program Days	**19**		
Total Summer Funds	**58026.0**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		58026.0	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	2,500.00	
4310	Curriculum		
5829	Field Trips (fees, supplies)	4,398.40	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	1,500.00	
	Incentives 25.00 per student	2,500.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**10,898.40**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Erin Walker and	2,000.00	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825		37,500.00	
5825	STEM Instructors (# of staff X total hours X hourly rate,		
5825	Contracted OUSD Summer Teachers		
5825	Subcontractors (please list each specific subcontracting agency)		
5825	Professional Development	1,200.00	
5825	Employee benefits		
	Program Managers $500.00 +25% fringe $125.00 Total	625.00	

	Total Services	**41,325.00**	**0.00**
IN-KIND DIRECT SERVICES			
	Total value of in-kind direct services	**0.00**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**52,223.40**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**5,802.60**	
TOTALS			
	Total BUDGETED	58,026.00	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68892CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Prescott	**Summer Principal:**	Dewanna Slaughter	**What model are you supporting?**	Collaborative	**Grades Served:**	TK-4
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Pendeka Nimmer	**Target Summer (ADA) Average Daily Attendance:**	60	**Student Start Date**	6/5/2023
Official Summer Learning Name	Prescott Summer Program - BACR					**Student End Date**	6/30/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
We will have open enrollment at various events on campus such as our Family Literacy Night and End of the Year BBQ. We will also have for the month of May a booth at our sign out gate where parents who are interested can sign up after school. We will leave enrollment open for the summer as well. During the summer, we plan on having a field trip every Friday just as the other summer sessions around us has done. We will also have Family BBQ Day where families can come, we will donate certain supplies that our families might need like clothes, food, etc as well as provide academic materials needed for families to work on together at home. Date TBD.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	☎06/02/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed
You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.
Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.
The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Pendeka Nimmer	pnimmer@bacr.org	Prescott	Site Coordinator
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Anaya Odom	aodom@bacr.org	Prescott	K/1 / Arts and Crafts
Juanita Rodriguez	juanita.rodriguez@bacr.org	Prescott	2nd/3rd Cooking
Christopher Scott	cscott@bacr.org	Prescott	4th Sports
Terry Hendrix Jr.	TerryHendrix2@yahoo.com	Prescott	All grades/ Sports and Family Engagement

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
M1	20	8:00-3:30pm		Auditorium	60	8:00-3:30pm
M3	20	8:00-3:30pm		Cafeteria	60	8:00-3:30pm
M7	20	8:00-3:30pm		Portable L	20	1:00-3:30pm

For off-site programs, please add the address where the summer program will be held.
N/A

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	We will distribute Chromebooks to students who need tech support as well as headphones and have our teachers transition to Zoom classrooms. We will suspend all field trips until word says otherwise.
Describe how the program will engage students virtually if in-person instruction is halted.	We will have students pick up materials needed for the week at the school on Mondays at a certain time as well as hand them necesarry supplies needed for families. We will hold space for both academic and enricment classes with incentives given to those who participate daily.
Does the agency have the capacity to enroll students online?	Yes
How would the program recruit students with the shelter in place requirement?	We will send out mass text blasts to our families to let them know we will have summer program no matter what and what the new details are.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Prescott**		
Site #:	**183**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	85		
# Of Summer Program Days	**21**		
Total Summer Funds	**49322.10156**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		49,322.10	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer	5,079.00	
4310	Curriculum		
5829	Field Trips (fees, supplies)	1,500.00	
	Bus tickets for students		
	Rental bus for field trips	5,000.00	
	Snacks	1,289.89	
	Incentives	1,000.00	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**13,868.89**	**0.00**
CONTRACTED SERVICES			
5825	Summer Program Coordinator-Pendeka Nimmer -$30/hr x 8	7,500.00	
5825	Enrichment Facilitators (4 staff X 8 hrs/day X $24/hr, 22	16,896.00	
5825	Summer Quality Assurance Manager - $2,500 + Fringe (625)	3,125.00	
5825	Subcontractor: Common Vision	3,000.00	
5825			
5825			
5825			
5825			
	Total Services	**30,521.00**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	0.00	0.00
SUBTOTALS			
	Subtotals DIRECT SERVICE	**44,389.89**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**4,932.21**	
TOTALS			
	Total BUDGETED	49,322.10	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Ralph J. Bunche High	**Summer Principal:**	Summer Leader Name	**What model are you supporting?**	Independent	**Grades Served:**	10-12
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Jason Peters	**Target Summer (ADA) Average Daily Attendance:**	10	**Student Start Date**	6/5/2023
Official Summer Learning Name	Bunche Summer Program					**Student End Date**	6/30/2023

Section 2: Lead Agency Assurances:	
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
Students will recieve enrollment forms end of April/May and be informed of their status by thrid week in May. All HS students doing morning Credit Recovery will be invited to particiapte in the post Summer School offerings. Students who participate in internships either at The Crucible or BACR Youth Development programs will go through a vetted process to ensure their is a firm commitment to the program opportunity.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	May 12 and May 23

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Jason Peters	jpeters@bacr.org	Bunche	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	The program would pivot to an online learning program, APEX, and students would receive support services, academic supports and goal setting and accountability. This would take place in a zoom check in to ensure student success and access to necessary resources.
Describe how the program will engage students virtually if in-person instruction is halted.	The program would pivot to an online learning program, APEX, and students would receive support services, academic supports and goal setting and accountability. This would take place in a zoom check in to ensure student success and access to necessary resources.
Does the agency have the capacity to enroll students online?	Yes, we have the ability to create a google form in which students and families can access the document and complete.
How would the program recruit students with the shelter in place requirement?	Direct outreach through phone calls, parent square and letters to the house would be our approach towards communicating opportunities and services provided by the program.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF0700FAF403...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68892CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Ralph J. Bunche High**		
Site #:	**309**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**10**		
# Of Summer Program Days	**19**		
Total Summer Funds	**5802.6**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		5,802.60	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer		
4310	Curriculum		
5829	Field Trips (fees, supplies)		
	Bus tickets for students		
	Rental bus for field trips		
	Snacks		
	Incentives		
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**0.00**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Jason Peters $30hr x	4,500.00	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825			
5825	STEM Instructors (# of staff X total hours X hourly rate,		
5825	Contracted OUSD Summer Teachers		
5825			
5825	Professional Development	97.34	
5825	Employee benefits		
	Program managers $500.00 +25% fringe 125.00 Total	625.00	
	Total Services	**5,222.34**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	0.00	0.00
SUBTOTALS			
	Subtotals DIRECT SERVICE	**5,222.34**	**0.00**
	Allowable lead agency admin costs (at 11% of contracted	**580.26**	
TOTALS			
	Total BUDGETED	5,802.60	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Rudsdale HS	**Summer Principal:**	Alessandra Cabrera	**What model are you supporting?**	Hybrid	**Grades Served:**	11,12
Lead Agency Name:	BACR	**Site Coordinator:**	Yasmin Arreola	**Target Summer (ADA) Average Daily Attendance:**	25	**Student Start Date**	6/5/2023
Official Summer Learning Name	Rudsdale Panthers					**Student End Date**	6/30/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☑	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
We will use our Master List that details students Elective, PE and Art needs as a tool to intentionally recruit and enroll students During our Marking Period Six (April 10 - May 25th). Additionally, we will create a flyer that will be posted, passed out and shared via Parent Square.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	5/22/2023

Section 5: Summer Staff Information (As much as is known at this time)

To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K

Summer staff must meet the minimum staff qualifications according to the grant requirements:

Must pass fingerprint background clearance by DOJ and FBI

Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Yasmin Arreola	yarreola@bacr.org	Rudsdale HS	Grade 11 & 12 - Sewing
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Yesena Mendez	ymendez@bacr.org	Rudsdale HS	Grade 11 & 12 - Art
Olive Bartholomew (In-Kind)	Olive.Bartholomew@rescue.org	Rudsdale HS	Grade 11 &12 - Culinary arts

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	# of students	Hours to be used		Room Number & Name of Space	# of students	Hours to be used
509	25	8:30-9, 12:30pm-2:30pm		Field A	25	12:30pm-2:30pm
405	25	12:30pm-2:30pm				
GYM	25	12:30pm-2:30pm				
Cafeteria Bathroom	24	8:30-9, 12:30pm-2:30pm				

For off-site programs, please add the address where the summer program will be held.

The Crucible - 1260 7th St. Oakland, CA 94607 (1-4pm), (Hikes) **Leona Lodge Trail**-4432 Mountain blvd, Oakland, CA, **Joaquin Mille**r 3300 Joaquin Miller Rd. Oakland Ca.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	In the event that we must close for in-person instruction we would survey staff/students to see the need of technology first. Then all our elective classes will move to virtual classrooms via video conferencing. As a team we will create a program agenda with best practices embedded i.e. check-in activity, check-out reflection etc.
Describe how the program will engage students virtually if in-person instruction is halted.	Continue to offer most elective classes via zoom video conferences. If supplies are needed we will prep packages they can pickup along with technology equipment from the school.
Does the agency have the capacity to enroll students online?	Yes, BACR has the capacity to enroll students online via Parent Square and JotForms.
How would the program recruit students with the shelter in place requirement?	As mentioned above, we will use Parent Square for all our formal communication and changes to students and parents.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F88692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Rudsdale Continuation**		
Site #:	**352**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**25**		
# Of Summer Program Days	**19**		
Total Summer Funds	**14506.5**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		14506.5	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer		
4310	Curriculum		
5829	Field Trips (fees, supplies)	3,000.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	980.85	
	Incentives	1,250.00	
	Family Night Supplies		
	Crucible Ssessions (5 students at $500)	2,500.00	
	TOTAL BOOKS AND SUPPLIES	**7,730.85**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) Yasmin Arreloa -	4,200.00	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825		1,125.00	
5825	STEM Instructors (# of staff X total hours X hourly rate,		
5825	Contracted OUSD Summer Teachers		
5825			
5825	Professional Development		
5825	Employee benefits		
	Total Services	**5,325.00**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	**1,450.65**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**13,055.85**	**0.00**
	Allowable lead agency admin costs (at 10% of contracted	**1,450.65**	
TOTALS			
	Total BUDGETED	14,506.50	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF6706FAF483... 4/27/2023

OUSD Expanded Learning Program Full Document - 2023

Section 1: Summer Program Snapshot							
Campus Site:	Street Academy	**Summer Principal:**	Summer Leader Name	**What model are you supporting?**	Independent	**Grades Served:**	8
Lead Agency Name:	Bay Area Community Resources	**Site Coordinator:**	Summer Site Coordinator Name	**Target Summer (ADA) Average Daily Attendance:**	20	**Student Start Date**	6/5/2023
Official Summer Learning Name	Street Academy Summer - BACR					**Student End Date**	6/21/2023

	Section 2: Lead Agency Assurances:
	Please review and initial each item and sign below.
☑	__ I understand that my agency's contracted summer funds are based on the above-average daily attendance target number. I understand that my program should strive for 85% of this attendance target by the end of the first week of the program, I will submit a revised summer budget plan to the OUSD Expanded Learning Office detailing how I will reallocate contracted funds appropriately to reflect actual attendance numbers and to support my student recruitment and retention plan for the remainder of the summer.
☑	__ I understand that I am required to input my actual attendance numbers into the AERIES attendance system ***daily*** during the summer program. I will cross check signatures on my daily sign in/out sheets with numbers inputted into AERIES to ensure that the numbers match up and that AERIES accurately reports my summer attendance data. I understand that the OUSD Expanded Learning Office will carefully review my daily attendance numbers over the summer program.
☑	__ I understand that I am required to submit electronic copies of my summer attendance records (including copies of daily student sign in/out sheets and the OUSD summer internal audit log) to the OUSD Expanded Learning Office twice during summer programming. I will submit my attendance through June 30th by the first week of July, and I will submit the rest of my attendance within one week of the last day of my program. I will also submit attendance data during the course of my summer program, as requested, for OUSD's attendance reporting to the California Department of Education.
☑	__ I understand that OUSD's state and federal grant funds are funding my summer program. I understand that I am required to follow all grant compliance requirements as outlined by the OUSD Expanded Learning Office. I will maintain my summer program records for 5 years for auditing purposes, as required by the California Department of Education, and will submit any summer programmatic or fiscal records to the OUSD Expanded Learning Office, as requested, for school district reporting and auditing purposes.
☑	__ I understand that the summer program must operate for 9 hours total daily. Your program hours will depend on your collaboration with the school. All students must be off-site by 5:30 pm. We also understand that this may shift due to current county health and safety guidelines.
☑	__ I understand OUSD Summer Programs are intended to be free programs.
☐	**Name and Signature of Summer Lead Agency Director:**

Section 3: Summer Calendar and Daily Schedule
a. Please turn in a copy of your summer calendar showing all program days of operation, field trips, and any other notable special events and activities (ie. your summer end family celebration) by May 17th.
b. Please turn in a copy of your daily schedule detailing your full 9 hour program (Note: sites that are using the district led integrated model must include the morning academic program in the daily schedule you submit) by May 17th.
* Please note that all programs will be expected to provide daily hands-on academics (ie. STEM), enrichment, physical activity, community building activities, and daily afternoon snack (provided by OUSD), throughout the 9 hour day.
* Please include staff prep and meeting times, and clean up/debrief times on your daily schedule.

Section 4: Summer Program Recruitment and Retention Strategies and Timeline	
Briefly describe your anticipated summer program student recruitment and retention activities and timeline.	
Recruitment efforts in collaboration with Street Academy's Executive Director, Bukola Lawal will be held in a yet to be determined date in May. Programs will run Jun 5, 2023 - Jun 21, 2023. Open to Students 10am-1pm. Staffed 9am-2pm 20 students: Summer camp style with 9th and 10th grades. Retention activities include field trip Wednesdays and Teambuilding games on Fridays.	
All summer hubs will be required to offer a parent orientation before the program begins. Collaborate with your principal to identify a date.	
The date of my parent orientation is:	May/TBD/2023

Section 5: Summer Staff Information (As much as is known at this time)
To promote continuity between OUSD after school and summer programs, and to provide year-round work opportunities for talented youth development professionals in Oakland, we are particularly interested in seeing current, highly qualified Oakland after school workers become the summer program staff at our OUSD Summer Hubs. Please list the name(s) of line staff whom you intend to hire as part of your summer program staff. (Add additional rows as needed.) Please note that the summer program must have a maximum 1:20 adult to student ratio for 1st - 8th; 1:10 for TK-K
Summer staff must meet the minimum staff qualifications according to the grant requirements:
Must pass fingerprint background clearance by DOJ and FBI
Must have TB clearance

Must have at least 2 years of college (48 semester units), or pass the Instructional Aide Examadministered by the Alameda County Office of Ed

You will be sent a contact survey to send us information on line staff later in the year. Please fill out the table below with information on your site coordinator only.

Important Note: Summer program staff in integrated programs will be expected to attend 12 – 15 hours of OUSD summer line staff trainings.

The Summer Site Coordinator and summer program staff should be hired **no later than May 4th**

Site coordinator	**Email**	**Current Site:**	**Summer Teaching assigment(s) (Grade & subject, if known)**
Jason Del Aguila	jdelaguila@bacr.org	Street Academy	
Line Staff	**Email**	**Current Site:**	**Summer Teaching assignment(s) (Grade & subject, if known)**
Mitzila Valdes	Mitzila.Valdes@ousd.org	Street Academy	Principal
Jaron Epstein	jaron.epstein@ousd.org	Street Academy	Support
Alayna Neher	aneher@bacr.org	Street Academy	Support

Section 6: Facilities

Plan with your site administrator which rooms and outside spaces your summer program will use Monday - Friday from 8:30 - 5:30.

All summer facility requests must be completed by **March 17th**, through Facilitron. Rooms not reserved by the 17th, may not be available for summer programming.

Indoors (specify room numbers and spaces name)				**Outdoors**		
Room Number & Name of Space	**# of students**	**Hours to be used**		**Room Number & Name of Space**	**# of students**	**Hours to be used**
2 - Meditation & Yoga	10	10am - 12:55		back yard	10	10am-1050am
3 - Check In Catch Up	10	10am - 12:55		back yard	20	12:10-1pm
5- Arts & Community	10	10am - 12:55				

For off-site programs, please add the address where the summer program will be held.

Section 7: Distance Learning Addendum	
In the event schools must close for in-person instruction, describe how the program will adjust the curriculum to accommodate distance learning.	All of the providers we're using for summer program have distant learning curriclum they've used duing Covid lock down. We will ask that they piviot with us and offer the same verson of the program virtually using zoom or other virtual learning platforms.
Describe how the program will engage students virtually if in-person instruction is halted.	We will use zoom and other platforms like google chat to lead programs.
Does the agency have the capacity to enroll students online?	Yes.
How would the program recruit students with the shelter in place requirement?	We will use the data base in AERIES and a list we get from the admin and email, call, parten vue etc,,, to notify famiies and students.

Signature of Summer Lead Agency Director	DocuSigned by: Don Blasky F8EAF6706FAF483...	4/27/2023
Signature of Summer Hub Site Principal	DocuSigned by: Julie McCalmont 393F68692CE0405...	4/28/2023

SUMMER 2023 BUDGET PLANNING SPREADSHEET

Site Name:	**Street Academy**		
Site #:	**313**		
Lead Agency	**Bay Area Community Resources**		
# Of Summer Students	**20**		
# Of Summer Program Days	**12**		
Total Summer Funds	**7,329.60**	**Summer Funds for Lead Agency**	**Lead Agency In-Kind Contributions**
TOTAL CONTRACTED FUNDS		7,329.60	**0.00**
BOOKS AND SUPPLIES			
4310	Supplies (can be purchased by lead agency for summer		
4310	Curriculum		
5829	Field Trips (fees, supplies)	1,500.00	
	Bus tickets for students		
	Rental bus for field trips		
	Snacks	1,200.00	
	Incentives	1,085.19	
	Family Night Supplies		
	TOTAL BOOKS AND SUPPLIES	**3,785.19**	**0.00**
CONTRACTED SERVICES			
5825	Site Coordinator (list here if CBO staff) $29hr x 30hrs wk x 3	3,262.50	
5825	Academic Instructors (# of staff X total hours X hourly rate,		
5825			
5825	STEM Instructors (# of staff X total hours X hourly rate,		
5825	Contracted OUSD Summer Teachers		
5825			
5825	Professional Development		
5825	Employee benefits		
	Total Services	**3,262.50**	**0.00**
IN-KIND DIRECT SERVICES			

	Total value of in-kind direct services	**732.96**	**0.00**
SUBTOTALS			
	Subtotals DIRECT SERVICE	**7,047.69**	**0.00**
	Allowable lead agency admin costs (at 4% of contracted	**281.91**	
TOTALS			
	Total BUDGETED	7,329.60	
	BALANCE remaining to allocate	**0.00**	

Required Signatures for Budget Approval:

Principal: DocuSigned by: Julie McCalmont 393F68692CE0405... 4/28/2023

Lead Agency: DocuSigned by: Don Blasky F8EAF8706FAF483... 4/27/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Office Use: **Legislative File Info.**	
File ID Number	22-1486
Introduction Date	6/29/22
Enactment Number	22-1286
Enactment Date	6/29/2022 er

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Meeting Date	June 29, 2022
Subject	Expanded Learning Programs After School Program Master Contract 2022-2025 with Bay Area Community Resources

---

Ask of the Board	XXApprove Services Agreement ☐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 the twenty-eight OUSD school sites listed in Exhibit A.*
Term	Start Date: 7/1/22 End Date: 7/31/25
Not-To-Exceed Amount	*$30,859,391*
Competitively Bid	Yes If the Service Agreement was <u>not</u> competitively bid and the not-to-exceed amount is <u>more</u> 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 $9,300,987.00; Resource 4124 – 21st Century Program in the amount of $5,358,404; Resource 2600 – Expanded Learning Opportunities Program (ELO-P) in the amount of $16,200,000.00*

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 both ASES and 21st Century programs and fee-based 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 2022-2025 with Bay Area Community Resources
- Request for Proposal 21-104ASP and Vendor Bid Materials
- Request for Proposal 21-115ExLO and Vendor Bid Materials

Expanded Learning Programs
After School Program Master Contract 2022-2025
Between Oakland Unified School District and

Bay Area Community Resources

1. **Intent.** This Memorandum of Understanding ("MOU") establishes the Oakland Unified School District's ("OUSD") intent, contingent upon OUSD's receipt of California Department of Education and/or U.S. Department of Education after school grant funds, to contract with Bay Area Community Resources ("AGENCY") to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at the OUSD school sites identified in the Scope of Work(s) to be incorporated into this MOU 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 and 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 that will exceed 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 MOU 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 MOU.** The term of this MOU shall be July 1, 2022, through July 31, 2025.

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. **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.

5.5. **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.

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, and 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 MOU is $ 30,859,391.00 . 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 MOU requirements, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY. Funding will be contingent on CDE grant allocations. Penalties may be assessed or payments withheld for non-compliance, including but not limited to MOU requirements, attendance reporting, fiscal invoicing, full participation at OUSD required meetings and training and in continuous quality improvement efforts.**

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 additional withholding will be made. Any remaining balance(s) will be forwarded to AGENCY or OUSD. Any adjustment required in excess of the withholding will necessitate additional adjustments to future invoices and payments.

6.2.2. **Administrative Charges and Reconciliation.** Reconciliation process for positive attendance-based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 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 ASESP 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 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASES, 21st CCLC, ASSETS, and ELO-P grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASES 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 that are 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. **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, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.

6.7. **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 who are 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 OUSD After-School Program Office for CDE reporting.

7. **Services.** AGENCY will serve as 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 year 2022-2023 through 2024-2025. This shall include the following required activities:

7.1. **Student Outcomes.** AGENCY shall achieve the student outcomes as described in the grant application narrative and articulated in documents from the program evaluation team, 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.

7.1.1. **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.

7.1.2. **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.

7.1.3. **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 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, 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.

7.2. **Oversight.** AGENCY will provide oversight, fiscal management, payroll services, technical assistance, and facilitation of collaboration with other service providers. Agency must ensure compliance with 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.

7.3. **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.

7.4. **Program Requirements**

7.4.1. **Program Hours.** The program shall be offered Monday through Friday, every regular school day annually, commencing immediately upon the conclusion of the regular school day, operating a minimum of 15 hours/week, and until 6:00 pm daily. Instructional activities must include a balance of both academic and enrichment/recreation components. ELO-P funding can be used to support intercession programming and before-school care.

7.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2022–2023 through the 2024-2025 school years**.** AGENCY will close the ASES, 21st CCLC and ASSETS, and ELO-P program(s) no more than a maximum of 3 days in each of the 2022-2023 through the 2024-2025 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.

7.4.3. **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.
- **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. 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.

- **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.
- **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.

7.4.3.1. Super Snacks/Snack/Supper/Beverages: AGENCY shall meet Federal and State meal and snack requirements and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:

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

7.4.3.1.2. 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;

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

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

7.4.3.1.5. Provide annual training to AGENCY.

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

7.4.3.2.1. 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;

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

7.4.3.2.3. Ensure meal count is accurate;

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. 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-Pgrants, with a cumulative total for 2022-2025 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**.** OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

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

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

7.4.3.2.5. Return leftovers to the cafeteria;

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

7.4.3.2.7. Ensure that meals are not removed from campus

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

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

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

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

7.4.3.4. 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 2021-2022 school year are below; these amounts may change throughout the life of the agreement.

7.4.3.4.1. Super Snack: $3.66

7.4.3.4.2. Supper: $3.66

7.4.3.5. 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.

7.4.3.6. 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.

7.4.4. **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.

7.4.5. **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.

7.5. **Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:

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

- Financial reports
- Activity reports
- Outcomes reports: behavioral and academic

- Staff Qualifications

7.5.2. **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.

7.5.3. **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 OUS enrollment packet, in advance of distribution.

7.5.4. **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.

7.6. **Alignment of After School Safety Plan with School Site Comprehensive Safety Plan.** AGENCY will use the OUSD After School Program Emergency Plan template and work collaboratively with school site administrator(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.

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

7.7.1. AGENCY will train staff and agents in required Incident and Injury Reporting and Crisis Response Protocols. All accidents or injuries to after-school program participants, visitors, or staff must be reported via email to 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.

7.8. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.

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

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

- Community organizations and public agencies

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

7.11. **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.

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 (eg 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 (eg: current First aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).

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**

8.4.1.1. Because of concerns about the risk to student safety, the after-school program coordinator shall not permit the following activities on campus or during AGENCY sponsored after-school or summer program trips, events, and activities unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has medical or accident insurance coverage:

- Amusement Parks
- Interscholastic Athletic Activities
- Bicycle riding
- Circus Arts
- Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
- Hang gliding
- Horseback riding
- Ice Skating
- In-line or Roller Skating
- Rock climbing, climbing walls
- Skateboarding or use of non-motorized scooters
- Snow sports of any kind
- Trampoline; Jumpers
- Motorcycling

- Rodeo
- Target Shooting
- Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
- Outdoor active, experiential programs (Ropes course, pulley, etc.)
- Other activities determined by the school principal to have a high risk to student safety

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

8.4.1.3. Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.

8.4.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after-school program trips. Chaperones shall act in accordance with district policies, regulations, and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.

8.4.3. No chaperone shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Chaperones whose skin test is negative shall thereafter be required to take a tuberculosis test every four years or sooner if deemed necessary by AGENCY.

8.4.4. Letter must be sent to parent(s)/guardian(s) and if it is an overnight trip, a meeting must be held for staff, chaperones, parent(s)/guardian(s), and students in advance of the trip to discuss trip and safety-related procedures, itinerary and questions.

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

8.4.6. **Vendor Proof of Insurance:** After School Program Coordinator and/or Summer Program Coordinator has obtained proof of insurance from all private vendors including:

- Facility
- Program

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 and 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 2021-2022. 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

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 2022-2023 through the 2024-2025 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 Education Code 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.

13.1.4. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its 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 F 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 setting.

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

15.3. **Property and Fire** insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment, and supplies of AGENCY. If any OUSD property is leased, rented, or borrowed, it shall also be 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 MOU. 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).

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:	Martha Pena
Site/Dept:	922/Community Schools & Student Services
Address:	1000 Broadway, Suite 150
City, ST Zip:	Oakland, CA 94607
Phone:	510-879-2457
Email:	martha.pena@ousd.org

AGENCY

Name:	Don Blasky
Title:	Chief Program Officer
Address:	171 Carlos Drive
City, ST Zip:	San Rafael, CA 94903
Phone:	415-755-2311
Email:	dblasky@bacr.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 $2,500 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. All supplies purchased with grant funding are and remain the property of OUSD and must remain at the site.

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/

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

OAKLAND UNIFIED SCHOOL DISTRICT

6/30/2022

☒ President, Board of Education — Date

☐ State Administrator

☐ Superintendent

6/30/2022

Secretary, Board of Education — Date

DocuSigned by:
Sondra Aguilera
B072CB8033AD406...

6/3/2022

Executive Director — Date
Community Schools and Student Services Dept.

DocuSigned by:
Sondra Aguilera
B072CB8033AD406...

6/3/2022

Chief Academic Officer — Date
Continuous School Improvement

MOU template approved by OUSD Office of the General Counsel May 2022

AGENCY

DocuSigned by:
Don Blasky
F8EAF8708FAF483...

6/1/2022

Agency Signature — Date

Don Blasky, Chief Program Officer
Print Name, Title

Attachments:

- **Exhibit A.** School Site List and Annual Grant Amounts
- **Exhibit B.** Scope of Work Template and Budget Tool Template
- **Exhibit C.** Procedure for Invoicing & Attendance
- **Exhibit D.** Certificates of Insurance
- **Exhibit E.** Statement of Qualifications
- **Exhibit F.** Agreement to Allow Distinct and Separate Employment by OUSD and AGENCY

Legislative File ID: 22-1486

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 Three Year Grant:
Brookfield Elementary	123	$1,057,836.39
Elmhurst United	180	$1,450.324.02
Emerson Elementary	123	$1,057,836.39
Esperanza Elementary	123	$1,057,836.39
Fred T. Korematsu Discovery Academy	123	$1,057,836.39
Fremont High	178	$1,363,500.00
Glenview Elementary	123	$1,057,836.39
Global Family Elementary	123	$1,057,836.39
Grass Valley Elementary	123	$1,057,836.39
Greenleaf Elementary	123	$1,057,836.39
Hillcrest Elementary	67	$600,000.00
Hoover Elementary	158	$1,250,563.83
Life Academy	328	$2,488,006.08
Lockwood STEAM	125	$1,060,555.86
Madison Primary	123	$1,057,836.39
Madison Upper	187	$1,488,998.52
Markham Elementary	123	$1,057,836.39
Martin Luther King, Jr. Elementary	180	$1,448,712.72
Montclair Elementary	67	$600,000.00
Oakland Academy of Knowledge	123	$1,057,836.39
Oakland Technical High	98	$763,500.00
Prescott Elementary	122	$1,053,886.35
Ralph J. Bunche Academy	98	$918,837.60

Redwood Heights Elementary	67	$600,000.00
Rudsdale Continuation	133	$1,116,736.80
Sankofa United Elementary	189	$1,423,771.11
Emiliano Zapata Street Academy	101	$995,798.40
Thornhill Elementary	67	$600,000.00
	Total:	$30,859,391.58

Exhibit B

Blank Template of PPT and Budget Tool

INSERT HERE

22-23 OUSD Expanded Learning Programs -After-School Program

ELEMENTARY/MIDDLE & HIGH SCHOOLS - 2022-2023

ASES, 21st Century, and ELO-P After-School Program Plan

@

SECTION 1: SCHOOL SITE AND AFTER-SCHOOL PROGRAM INFORMATION			
School Site Name:		School Type:	☐ Elementary (TK-5) ☐ Elementary/Middle (TK-8) ☐ Middle (6-8) ☐ High School (9-12) ☐ - Alternative High School ☐ - Continuation High School ☐ - Comprehensive High School
CDS Code: *(This is a 14-digit code, search here)*		Expanded Learning Lead Agency:	
Principal Name:		Principal Signature and date:	
Lead Agency Director Name:		Lead Agency Director Signature and date:	
Expanded Learning Site Coordinator Name:		Expanded Learning Site Coordinator Signature and date:	

SECTION 2: PROGRAM OPERATIONS Average Daily Attendance, Program Dates, Minimum Days & Enrollment	
To be compliant with 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.	
Projected daily attendance for 2022-2023 school year program.	
Program Operations for the 2022-2023 school year. First Day: August 8, 2022 Last Day: May 25, 2023	
UPDATED ED CODE:	Per CDE Education Code Section 8483.7(c) allows programs to closed 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 agenda 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 2022). 1st: 2nd: 3rd:	
Minimum Days. When a school holds minimum days, the after-school program is required to begin as soon as the school day ends, and execute programming until 6:00 pm. Minimum days have a significant impact on after-school staff and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming. **There is an expectation already established for the 36 weekly minimum days, however, if the school is planning on more than these and 10 extra days for report card conferencing you should discuss how the staffing fees for these extra days will be funded in partnership with the school day.** **Projected Number of Minimum Days for School Year 2022-2023:**	
Please note that the grants from CDE do not increase funding for minimum days. If the school adds additional minimum days beyond the projected number above, the school-site should help identify additional funds to support these additional hours of programs?	

SECTION 3a: PROGRAM MODEL. Average Daily Attendance, Program Dates, Minimum Days & Enrollment		
Which of the following program models will your site operate as for 2022-2023? (If you choose Extended Day, please explain why using this link.)		
Program Model:	Please only select **ONE** of the options below ☐ **Traditional After-school** ☐ **Extended Program** ☐ **Blended/Hybrid**	
Traditional After-School: *Voluntary program, open to all students, with enrollment priorities targeting certain students.* ***Extended Day Program:*** *After-school-program classes offered to an entire group of students from targeted grades and/or for all students of the school after the end of the regular bell schedule. (Note: extended day classes must not appear on the school bell schedule)* ***Blended/Hybrid****: A combination of some extended day and some traditional after-school programming. (If you are conducting a blended/hybrid program, please use the section below to explain your program model type.)*	**Which grade levels will be served by this program?**	
	TK	☐
	K	☐
	1	☐
	2	☐
	3	☐
	4	☐
	5	☐
	6	☐
	7	☐
	8	☐
	9	☐
	10	☐
	11	☐
	12	☐

ENROLLMENT PROCESS & TIMELINE

Instructions:

Please navigate to the folder for your school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload the Enrollment Timeline file. Please name your file in this format: SchoolName_EnrollmentTimeline

Please check the box below after completing the above instructions

☐ **Enrollment Timeline has been uploaded to the Program Plan folder**

Important dates to include in your timeline
April - June*: Spring enrollment for 2022-2023 programs.*
*Families will be notified of 2022-2023 after-school enrollment before the **last day of school**, May 27, 2022.*
*After-school programs begin on the **first day of school** when enrollment is at a minimum 75% capacity.*
August - September*: new school year enrollment of families for remaining program slots.*
*The remaining program slots will be filled by **September 30, 2022**, except for slots reserved for transitional students (i.e., Homeless, foster youth; Newcomers) entering the program for the first time and/or mid-year*
*All programs must maintain **waitlists** for grades 7-12 after program slots are filled. There should be no waitlists for grades*

TK-6 as funding is provided through ELO-P to eliminate waitlists for those grades.
CDE and OUSD have established district-wide guidelines for Target Population and Enrollment in ASES and 21st Century After School Programs. With these guidelines, each school will create a site-specific After School Enrollment Policy that will be made public to the school community. Make sure to include a description of 1-3 enrollment priorities that will be made public and why.

***This may look different for High School and Continuation schools based on alternative schedules and intercession. Please include the items above that are applicable to your schedule and recruitment process.* Describe how your school will identify and recruit students beginning of Spring 2022. Indicate how families will be notified of 2022-2023 enrollment before the last day of school.**

SECTION 3b: GOLDEN TICKET
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 *Golden Ticket*. Transitional students are by definition: - Any OUSD student who is a homeless youth, as defined by the federal ***McKinney-Vento Homeless Assistance Act** (42 U.S.C. Sec. 1143a)*, 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.***Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)*** *- 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*

SECTION 4: PROGRAM COMPONENTS (The descriptions below should reflect 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 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. ☐ I am aware of and will implement the required educational component listed above.	
Educational and Literacy Component that includes tutoring/homework assistance in the core subject (language arts, math, history/social science etc) Make sure to include how you will integrate SIPPS (k-5) and/or Reading with Relevance (6-12).	**Describe how the after-school program will provide the educational & literacy component.**

Respond Below:

Homework assistance in the core subjects (language arts, math, history /social science, etc.)
How are students building academic skills? How is social-emotional academic development being integrated? *(Include specific strategies for creating a safe & supporting environment through encouragement and active engaged learning.)*

Respond Below:

Educational Enrichment Component that offers students engaging activities in a variety of 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:

Physical Activity is 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.)

☐ Please check here if you want to partner with Oakland Athletic League to provide organized sports in the **elementary** program.

*CDE expects **Elementary** programs to offer 30-60 minutes of developmentally appropriate, **daily physical activity** (to help meet CDE recommendation of 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. Please explain how the after-school 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 after-school program will provide *structured physical activity* **for all participants.** *(Include specific strategies to promote healthy choices and behaviors.)*

Respond Below:

Family Engagement/Literacy Component that includes 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:

1. Complete the program schedule form or upload your program schedule.

a. **Make sure your program schedule includes:**

i. **Any before care offered for TK- 6th grade**

ii. **Class/Activity title i.e. African Dance, not just enrichment**

iii. **Day and time offered**

b. Complete this form to design the program component attached template **to describe program components then link them into this document.** Program component description link: linked to the spreadsheet create a drop-box option (a) CDE--academic, enrichment, physical activity "use the same title".

In the fall, sites are required to resubmit updated program schedules.* ***This schedule should be clearly aligned with the supports identified in section 4.*

Academic Alignment with School Day and District Priorities

Please provide a short narrative that identifies how the expanded learning program will support school goals aligned with district student learning goals in the appropriate grade level box below.

- **Collaborate with the school site administrator and consult the School Site Plan to align with the school day.**
- **Consult the descriptions below for the District's priorities for elementary, middle, and high school.**

OUSD Student Learning Goals:

1- All students build **relationships** to feel connected and engaged in learning

2- All students continuously grow towards meeting or exceeding standards in **English Language Arts**

3- All students continuously grow towards meeting or exceeding standards in **Math**

4- English Learner students continuously develop their language, reaching **English Fluency** in 6 years or less

5- All students grow a year or more in **Reading** each year

6- All Students graduate college-, career-, and community-ready

How will the expanded learning program further these OUSD Learning Goals? (Choose 2-3 to focus on for the 2022-23 School Year)

Respond Below:

SECTION 5: CONTINUOUS QUALITY IMPROVEMENT (Alignment with CDE and OUSD)

To increase the effectiveness of a program, it is critical to engage in an ongoing continuous cycle of assessment, planning, and improvement. While the process should be carried out at the site level, documentation of this process should be submitted by the grantee.

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

Fill out this Google Form to identify where your program is with's quality standards. Google Form

Resources:

Definitions: CDE Quality Standards

Unpacked: CDE Quality Standards & CQI Spectrum

Scoring Key: CDE Quality Standards & CQI Process

PROGRAM SELF-ASSESSMENT TRUTH * HOPE * CHANGE * CURIOSITY (TH3C)			
Indicate which stakeholders who participated in the Program Self-Assessment in 2021-2022	☐ Internal evaluator ☐ District administrator ☐ Program director ☐ Parents/guardians ☐ Advisory group	☐ External evaluator ☐ Certificated staff ☐ Site coordinator ☐ Students ☐ Other stakeholders:	☐ School administrator ☐ Classified staff ☐ Site-level/line staff ☐ Community partners

TRUTH
What is currently happening in the program? Use data to identify the truth about 1-2 self-selected aspects of the program.

Please use this template to help you identify your truth.

Respond Below:

HOPE
Given what was shared in the **Truth** section, what is the vision for the program as identified by students, families, parents, staff, and site support team?

Respond Below:

CHANGE
What shifts are needed to realize the **Hope** identified above and what steps are needed to make those shifts happen? (ie: Program components, leadership, organizational management, or fiscal)

Respond Below:

CURIOSITY
What questions or inquiries need consideration when exploring the "shifts"? What supports or resources are needed to make the "shifts" happen?

Respond Below:

CELEBRATE

In terms of the current school year, what are some grows or glows (ie. small or big wins) that happened for the program?

Respond Below:

Section 6: The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten through sixth grade.

*****High school programs do not need to complete this section.*****

"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. The Legislature intends 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.

ELO-Program Elements:
- Offer 9 Hours of Programming (School day hours count toward the 9 hours)
- Support TK-6th
- 175 school days & 30 days intersessions
- TK/K staff ratio 10:1
- Must offer the program to all students
- Parallel ASES Compliance Reporting
- Support LCAP Goals
- Support Unduplicated Students (UDS) - CDE Definition of UDS.
  - 2021-2022 School Site UDS numbers
- ELO-P funding **can not** be used to provide school day supports

Expanded Learning Priorities
- Offer Expanded Learning Programming to TK-K students
- Offer Expanded Learning Programming to **ALL** students (Prioritize targeted students - foster youth, unhoused, newcomer, etc)
- Integrated Academic and Enrichment based Summer Learning programming

TK - Kinder Programming (10:1 student to Staff Ratio) - $3,500/per student/per year

Please Indicate below which partner will support TK-K After-School Care:

☐ Expanded Learning Provider ☐ OUSD School Staff ☐ Early Childhood Staff

Program Information:					
	# Students Served by ExLO Provider **(Minimum of 10 students)**	X $3,500	Total:	$0.00	
	# Students Served by OUSD/ ECE staff	(OUSD staff paid based upon the current ET/OT contracted amount)			
	# Additional Staff				
	If a staff has been identified, please add their name(s):				
	# Additonal Facilities (classrooms)				

Expanded Learning Program Hours: Start Time: End Time:

List Activities Below:

Please briefly describe which LCAP Goal(s) this program will support: LCAP Metrics.

Provide Expanded Learning Opportunities for ALL unduplicated students - (20:1 student to Staff Ratio) - $10.18/per child/per day

Please Indicate below which staff or partner will support increasing student enrollment:

☐ Expanded Learning Provider ☐ OUSD School Staff

Program Information:				
	# Students on the waitlist (not funded through ASES or 21st CCLC)	x ($10.18) x (180/days)	**Total:**	$0.00

List Activities Below:

☐	Before School Care	☐ Other:
☐	OAL Sports	
☐	RJ Program	
☐		

Please briefly describe which LCAP Goal(s) this program will support: LCAP Metrics.

Total ELO-P Funding	
$0.00	TK-K Expanded Learning Programs
$0.00	Access to Expanded Learning Programs for **ALL**
$0.00	Total Services

Total Additional students (non ASES/21st)	
	Total TK-K
	Total Additional Students
0	Total Additional Students

SECTION 7: 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. Make sure to include bathrooms and snack areas.**

(b) **Lead Agency Director, will go into Facilitron website to complete facilities usage requests no later than May 15, 2022.** Visit 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.

Indoors (specify **room numbers** and **space names**)			**Outdoors**		
Room Number & Name of Space	**# of Students**	**Hours to be used**	**Room Number & Name of Space**	**# of Students**	**Hours to be used**

In addition, choose up to 5 other dates the program will use space outside of normal program hours. This includes any Saturdays or intercession activities. Please specify which space will be needed (IE: showcases, events and family engagement). Be advised any additional dates/spaces used outside of these dates, the lead agency will be responsible for facilities cost.

Name of Event		**Potential Date**		**Number of Students**		**Hours of Use/Room Numbers**	
Name of Event		**Potential Date**		**Number of Students**		**Hours of Use/Room Numbers**	
Name of Event		**Potential Date**		**Number of Students**		**Hours of Use/Room Numbers**	
Name of Event		**Potential Date**		**Number of Students**		**Hours of Use/Room Numbers**	
Name of Event		**Potential Date**		**Number of Students**		**Hours of Use/Room Numbers**	

SECTION 8a: PROGRAM FEES

Will this expanded learning program charge program fees for 2022-2023 ☐ **Yes** ☐ **No**

If, **"YES, program fees will be charged,"** *please complete the following assurances. Both the Principal and Lead Agency boxes must be initialed.*

Principal	Lead Agency	ASSURANCES
		Our program **will not turn away** any eligible students from program participation due to the inability to pay program fees. We understand that the California Education Code prohibits program fees from being a barrier to program participation
		Our program will **communicate** in writing and verbally to parents/guardians that an eligible child will not be turned away from program participation due to the inability to pay. Per CDE, our programs will communicate in writing and publically to parents/guardians program fee expectations in language parents can understand. **This should be included in your enrollment applications, posted in your school (publicly accessible), parent handbooks and any marketing materials.** ***Ensure that all documentation is accessible to families. This means they should be translated into the major languages used by the families in your school.***
		Our program will publicize the **program fee structure** in written program materials for school leaders, parents/guardians, and/or community members (i.e. communication letter, meetings agenda, etc.).
		Our program shall not charge a fee to a family for a child if the program once notified that the child is a **homeless youth**, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 1143.a), **or for a child who the program knows is in foster care.** Fees can not be charged to any unduplicated student.
		Our program will provide **receipts** to parents/guardians for each payment made.
		The lead agency will **manage funds** raised by program fees according to standard accounting practices and will provide quarterly Income Statements to the Principal and OUSD Expanded Learning Office detailing the amount collected from program fees and expenditures. This will be turned in quarterly.
		The Use of Fees: Any fees collected by programs shall be used for program activities, services for students, and program administrative costs. CDE guidance calls for all programs to "keep accurate records of fees collected, and fees should be tracked separately from the grant funds received." Keep documents in the event of an annual financial audit and/or Federal Program Monitoring (FPM). Families who receive free and reduced lunch should be prioritized for no cost program admission.

SECTION 8b: PROGRAM FEES (Continued)

Describe how the school/program plans to collect program fees and who will be exempt from paying fees or receiving a reduced fee?	
Describe how all fees collected will be used for expanded learning programming.	
Describe how fees will be communicated to school leaders/school community.	

Instructions:

Please navigate to the folder for the school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload your Enrollment Timeline file. Please name your file in this format: SchoolName_DocumentName

Please check the box below after completing the above instructions

☐ **A copy of written evidence of the program fee materials/process (i.e. parent letters, parent handbook, etc. meeting with agenda/minutes) has been uploaded into the Program Plans folder**

OUSD EXPANDED LEARNING PROGRAMS

Partner Assurances & Agreements 2022-2023

School Site	
Lead Agency	Date
Name of Expanded Learning Program	Expanded Learning Site Coordinator Name (if known at this time)

Expanded Learning Safety and Emergency Planning

1. The 2022-2023 Comprehensive School Site Safety Plan includes the **Expanded Learning Emergency Plan**. The Site Administrator and the Expanded Learning Program (ExLO) Site Coordinator will update the Expanded Learning Emergency Plan annually by discussing and aligning plans and procedures for after school and school day safety, including emergency preparedness and crisis response.

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

☐	The Site Administrator and ExLO Site Coordinator will meet at beginning of the school year to update the Expanded Learning Emergency Plan collaboratively.
☐	Site will share the Comprehensive School Site Safety Plan with an expanded learning partner.
☐	School day and expanded learning programs will coordinate emergency drill schedules & procedures (ie. earthquake, fire, and lockdown drills).
☐	Expanded learning staff will participate in site-level faculty safety trainings.
☐	School will provide expanded learning staff with access to disaster supplies and other resources in case there is an emergency after school.
☐	Site Administrator and ExLO Site Coordinator will meet regularly to review expanded learning incidences and update safety plans as needed.
☐	The completed Expanded Learning Emergency Plan will be submitted to the Expanded Learning Programs Office by 10/1/22.
☐	Other:

2. List the training and resources the school will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

3. 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

Yes ☐
No ☐

Facility Keys

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

Yes ☐ No ☐

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

Culture Keeper Staffing

Check One:

- ☐ Site will utilize expanded learning and/or school day funds to pay Extra-time/Over-time (ET/OT) for an ExLO Culture Keeper.
- ☐ Site does not need a Culture Keeper,
- ☐ Site does not have the resources to fund an ExLO Culture Keeper.

2022-23 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

			ASES			21CCLC Core			21CCLC Equitable Access			ELOP		OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site Name:			Resource 6010, Program 1553			Resource 4214, Program ___			Resource 4124, Program ___			Resource 2600, Program 1553					
Site #:																	
Average # of students to be served daily (ADA):	0	%	OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency	%	OUSD	Lead Agency	Lead Agency	Lead Agency	OUSD	Lead Agency
	TOTAL GRANT AWARD		**0.00**			**0.00**			**0.00**			**0.00**				**0.00**	**0.00**
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL,																	
	OUSD Indirect (5.00%)		0.00			0.00			0.00			0.00					
	OUSD ASPO admin, evaluation, and training/technical assistance costs		0.00			0.00			0.00			0.00					
	Custodial Staffing and Supplies at 3.5%		0.00			0.00			0.00			0.00					
	TOTAL SITE ALLOCATION		**0.00**			**0.00**			**0.00**			**0.00**					
CERTIFICATED PERSONNEL																	
1120	Quality Support Coach/Academic Liaison		0.00			0.00			0.00			0.00				0.00	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)		0.00			0.00			0.00			0.00				0.00	
1120	Certificated Teacher Extended Contracts- ELL supports																
1120	Certificated Teacher Extended Contracts- math or ELA academic															0.00	
	Total certificated		**0.00**			**0.00**			**0.00**			**0.00**		0.00	0.00	0.00	**0.00**
CLASSIFIED PERSONNEL																	
2205	Site Coordinator (list here, if district employee)		0.00	0.00												0.00	0.00
2220	SSO (optional)		0.00			0.00			0.00							0.00	
			0.00														
			0.00														
	Total classified		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
BENEFITS																	
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24.5%)		0.00			0.00			0.00			0.00					
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 28%)		0.00			0.00			0.00			0.00					

3000's	Employee Benefits for Salaried Employees (benefits at 42%)		0.00			0.00			0.00			0.00					
3000's	Lead Agency benefits (rate: 25%)			0.00													
	Total benefits		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
BOOKS AND SUPPLIES																	
4310	Supplies (OUSD only, except for Summer Supplemental)		0.00													0.00	0.00
4310	Curriculum (OUSD only)		0.00													0.00	**0.00**
5829	Field Trips		0.00													0.00	0.00
4420	Equipment (OUSD only)		0.00													0.00	0.00
	Bus tickets for students																
	Professional Development for Site Staff			500.00													
	Total books and supplies		**0.00**	**500.00**		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
CONTRACTED SERVICES																	
5825	Site Coordinator (list here if CBO staff)		0.00	0.00													
5825	Academic Instructors (List each staff position individually)																
5825	Enrichment Facilitators (List each staff position individually)																
5825	Subcontractors (please list each specific subcontracting agency)			0.00													
5825	STEM instructors																
5825	College/career readiness facilitator (recommended for MS)																
5825	Other Staff			0.00													
5825	Family Liaison (recommended for 21st Century sites)																
5825																	
5825	Mental Health consultant (optional)		0.00														
5825	Staff time to participate in Continuous Quality Improvement process																
5825																	
5825																	
5825																	
	Total services		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
IN-KIND DIRECT SERVICES																	
																0.00	0.00
																0.00	

	Total value of in-kind direct services															0.00	0.00
LEAD AGENCY ADMINISTRATIVE COSTS																	
	Lead Agency admin (4% max of total contracted $)			0.00			0.00			0.00			0.00				0.00
SUBTOTALS																	
	Subtotals DIRECT SERVICE	**####**	**0.00**	**500.00**	**###**	**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**	**0.00**		**0.00**
TOTALS																	
	Total budgeted per column		0.00	500.00		0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00
	Total BUDGETED	**####**	500.00		**###**	0.00		**##**	0.00		**##**	0.00		0.00	0.00	0.00	0.00
	BALANCE remaining to allocate		**-500.00**			**0.00**			**0.00**			**0.00**					
	TOTAL GRANT AWARD/ALLOCATION TO SITE		**0.00**			**0.00**			**0.00**			**0.00**					

ASES MATCH REQUIREMENT: ASES requires a 3:1 match for every grant award dollar awarded.	
Total Match amount required for this grant:	0.00
Facilities count toward 20% of this match requirement:	0.00
Remaining match amount required:	0.00
Match should be met by combined OFCY funds, other site funds, private dollars, and in-kind resources. This total equals:	0.00
Total Match amount left to meet:	0.00

Required Signatures for Budget Ap

Principal:		Date:
Agency:		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 invoices must be generated on your organization's letterhead. This applies to both agency and individual contractors.
- 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.
- To maintain invoicing consistency so that all necessary information is included, please use the attached invoicing format. Simply cut and paste the format onto your organization's letterhead. Please utilize the sample invoice as a guide. All of the information in the top section of the invoice template MUST be completed in order to process for payment. Also, in the body of the template, a detailed breakdown of charges must be provided, including a number of hours worked and the hourly rate. **Failure to fully complete an invoice according to these specifications may result in a delay of payment.**
- All invoices should cover only one calendar month, i.e. the 1st through the 30th or 31st.
- Contractor, Agency, Site Coordinator, and Principal signatures must be secured prior to submission of invoices to the After School Programs Office. All of these signatures must be originals.
- Invoices and attendance for the month are due in the After School Programs Office no later than 5:00 p.m. on the 10th of the following month.
- **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 our office at (510) 879-2888.

Exhibit C (2)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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 to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ***Union Contract rate for teachers on extended contracts is $38.50/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 our office at (510) 879-2888.

Exhibit C (3)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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 KeeperET/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 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

BAYAREA-10 KHARENCAME

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 7/1/2021

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

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

PRODUCER License # 0K07568	CONTACT NAME: Rebecca Burns	
VANTREO Insurance Brokerage 100 Stony Point Rd, Suite 160 Santa Rosa, CA 95401	PHONE (A/C, No, Ext): (707) 303-2533	FAX (A/C, No): (707) 546-2915
	E-MAIL ADDRESS: rburns@vantreo.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : QBE Insurance Corporation	39217A
INSURED	INSURER B : State Compensation Insurance Fund - SCIF	35076
Bay Area Community Resources, Inc. 171 Carlos Drive San Rafael, CA 94903-2005	INSURER C : Nonprofits' Insurance Alliance of California	NAIC
	INSURER D : Certain Underwriters at Lloyd's, London	10182L
	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	
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR	X		2021-19709	7/1/2021	7/1/2022	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	X OTHER: Professional Aggregate						Prof Agg	$ 2,000,000
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	X ANY AUTO			2021-19709	7/1/2021	7/1/2022	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR						EACH OCCURRENCE	$ 10,000,000
	EXCESS LIAB CLAIMS-MADE			2021-19709-UMB	7/1/2021	7/1/2022	AGGREGATE	$ 10,000,000
	DED X RETENTION $ 10,000							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						X PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A		9233948-2021	7/1/2021	7/1/2022	E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Abuse Limit			2021-19709	7/1/2021	7/1/2022	Aggregate	2,000,000
D	Cyber			ESK0032196220	7/1/2021	7/1/2022	Liability	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is named as an Additional Insured per attached forms.

CERTIFICATE HOLDER

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Ste. 440
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

Rebecca

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The ACORD name and logo are registered marks of ACORD

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.

 © Insurance Services Office, Inc., 2012

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
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.

 © Insurance Services Office, Inc., 2012

Exhibit E

Statement of Qualifications

INSERT HERE

BACR AT-A-GLANCE
2021-2022

MISSION

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families, and communities. There are three core components to our mission:

I. Provide direct services to promote healthy development;
II. Encourage volunteers to provide service to their community; and
III. Build and strengthen all of the communities we serve, so that community members and institutions can effect change.

I. DIRECT SERVICES

BACR direct services are organized into program industry groups, which have a similar focus and common participant outcomes. These programs serve youth and adults in seven Bay Area counties and numerous communities and (K-12) schools. Direct services are delivered in each of the following program groups:

EXPANDED LEARNING - ASP

Our expanded learning programs offer safe and enriching after school opportunities to young people where they can learn to be productive, build positive adult and peer relationships, and participate in meaningful academic and enrichment activities. BACR provides these programs at more than 100 schools in the Bay Area.

BEHAVIORAL HEALTH ADVOCACY, PREVENTION, & TREATMENT

BACR provides direct services to individuals and families needing support to overcome mental health or substance use problems. Alcohol and Drug, Tobacco, and Mental Health programs deliver prevention and treatment services to youth and adults having a broad spectrum of needs, ranging from the need for basic information to treatment for chronic alcoholism and drug recovery. Specifically, BACR offers school-based counseling and education, community-based centralized assessment and referral to treatment, family therapy, DUI programs, and tobacco education and cessation. Our environmental prevention services aim to change community norms about alcohol, drugs, and tobacco use by advocating for private or public policy adoption.

HEALTHY COMMUNITIES

In this industry, school- and community-based health centers serve as hubs of integrated, coordinated services and programs where youth and families can find support, resources, and community. Examples of our hubs include First 5 Centers, Healthy Start programs, high school health centers, community schools, and other family resources and early childhood programs. BACR strives to create vibrant, accessible, inclusive hubs that are safe, open, and nurturing places for participants to belong and call home.

NATIONAL SERVICE

Giving back is vital to healthy development. Through BACR's National Service program, participants achieve personal benefits by having opportunities to contribute to community improvement. Youth benefit as well through a variety of academic and youth development services delivered by BACR's AmeriCorps members. AmeriCorps members are placed at more than 70 local schools and programs where these services are provided.

WORKFORCE & EDUCATION (formerly Youth Workforce)

Our workforce model ensures that youth have access to five interventions, which are 1) Academic support, 2) Workforce skill building and employment, 3) Civic engagement, 4) Connection to support services, and 5) Meaningful

participation in youth development activities. Our participants are resilient, facing multiple barriers that prevent them from accessing opportunities that would allow them to transition into adulthood successfully; healthy, self-sufficient; and free from the justice system. To ensure that services are accessible, our projects and outreach activities are delivered in a range of school- and community-based settings.

II. ENCOURAGE VOLUNTEERS TO PROVIDE SERVICE TO THEIR COMMUNITY.

All programs in the BACR family encourage "giving back" to the local communities. We organize community service projects conducted by volunteers, many of whom have been service recipients, who commit to a weekend – or sometimes commit to a year – to mentor or tutor a young person. These projects result in a positive and meaningful experience for thousands of volunteers, as well as build on their skills and commitment to civic responsibility. At the same time, they are making a positive difference in the lives of individuals and in their community.

III. BUILD AND STRENGTHEN ALL OF THE COMMUNITIES WE SERVE SO THAT COMMUNITY MEMBERS AND INSTITUTIONS CAN AFFECT CHANGE.

Building community in all we do is part of the BACR way. Each program sees itself as part of the community and seeks out community partners with whom to collaborate. Our staff represent the agency on numerous coalitions sharing a common vision of community empowerment and capacity building.

ORGANIZATIONAL STRUCTURE AND STAFFING

The Board of Directors is the legal entity responsible for the operation of the agency. It develops agency policy, mission, and goals, and ensures that adequate resources are available to carry out such goals.

BACR is led by a Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, and a program-based team of Project Directors. BACR has approximately 1,300 full- and part-time staff members and AmeriCorps members.

The agency's FY 2020-21 budget is approximately $45 million including in-kind services. Major funding sources include government, corporate and foundation grants, and school contracts.

SUMMARY OF FY 20-21 PROJECT SERVICES

We will deliver 1,046,579 staff hours and 335,698 volunteer hours directly serving 32,451 students/ individuals and their families. Twenty-four percent (24%) of all services will be supported by volunteers, interns, or AmeriCorps members. The service distribution is as follows:

Industry	Number Served	Staff Hours	FTE	Volunteers	Volunteer Hours
After School	*15,867*	*749,000*	*414*	*518*	*22,325*
Alcohol and Drug	*2,728*	*56,410*	*31*	*102*	*2,245*
Mental Health	*3,345*	*114,784*	*64*	*37*	*27,880*
Public Health Advocacy & Policy	*121*	*15,402*	*9*	*35*	*1,460*
National Service	*6,510*	*22,403*	*12*	*3,204*	*258,050*
Workforce & Education	*565*	*44,400*	*24*	*100*	*10,000*
Healthy Communities	*3,115*	*44,580*	*25*	*1,160*	*13,738*
Grand Totals	32,451	1,046,579	579	5,156	335,698

Bay Area Community Resources

March 30th, 2022

To Whom It May Concern:

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

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

Sincerely,

Marisa Ramirez

Marisa Ramirez
Program Director
mramirez@bacr.org

CEO
Martin Weinstein

COO
Naita Saechao

CPO
Don Blasky

COO
Cathleen Campbell

Board of Directors
Bryan Breckenridge
Robert Davisson
Lissa Franklin
Nancy McEvers-Anderson
Robert Ness
Bud Travers
Monica Vaughan
Sinclair Wu

EXHIBIT F
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 Memorandum of Understanding between AGENCY and OUSD from which this Agreement stems, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by all Parties.
11. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
12. Signature Authority. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
13. Employment Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement or employment of EMPLOYEE until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to EMPLOYEE absent formal approval. This Agreement shall be deemed to be approved when it has been signed all Parties and employment of EMPLOYEE has been approved by the Governing Board.

OAKLAND UNIFIED SCHOOL DISTRICT

_____

□ President, Board of Education
□ Superintendent or Designee

_____

Secretary, Board of Education

AGENCY

_____

EMPLOYEE

_____

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-104ASP

EXPANDED LEARNING
FOR AFTER SCHOOL PROGRAMS

*** Submit proposals and all questions/inquiries to:**

OAKLAND UNIFIED SCHOOL DISTRICT
Attention: Martha Pena

1000 Broadway, Suite 150

OAKLAND, CA 94607

**** Organizations will need to Pre-Register with the OUSD Expanded Learning Office to receive access to an assigned Google Folder for submission. ****

email: martha.pena@ousd.org
phone: (510) 879-2457

Proposals Due:
6/30/2021 at 2:00 PM

THE TERMS AND CONDITIONS OF THIS CONTRACT ARE GOVERNED BY THE CALIFORNIA EDUCATION AND PUBLIC CONTRACT CODES.

2021

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Expanded Learning Lead Agency Request for Qualifications

EXPANDED LEARNING OFFICE

WWW.OUSD.ORG

OUSD RFQ Application Submission Instructions and Deadline

All applications must be completed, submitted electronically, and received by June 30, 2021 by 5:00 pm (PST)*:

1. Organizations will need to Pre-Register with the OUSD Expanded Learning Office to receive access to an assigned Google Folder.
2. The complete RFQ application, the signature pages and required supporting documentation in Appendix III must be uploaded into their assigned Google Folder.**
3. All uploaded files must be converted to a PDF format and made accessible to OUSD. Any files missing could result in a disqualification from the current RFQ process.

** Applications submitted after 5:00 pm (PST) on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

Request for Qualifications RFQ - 2021

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This RFQ document and additional materials referenced within can be accessed at the OUSD website: www.ousd.org/afterschool. Select the "2021 Lead Agency Request for Qualifications" link under "Afterschool Programs." Any updates on the RFQ process will be posted here and you may sign up for our mailing list, so applicants are encouraged to visit the webpage.

B. Schedule

Event	Date	Info
RFR Process 2021 Announced	May 4, 2021	Save-the-Date
RFQ Digital Application Released	May 25, 2021	
RFQ Bidders' Conference (Virtual) **RFQ Office Hours**	Session 1: June 2, 2021 @ 10am Session 2: June 2, 2021 @ 4pm	Register using link below: ■ *Session 1:* 10:00 am – 11:30 am ■ Session 2: 4:00 pm – 5:30 pm
RFQ 101 for New Organizations	June 9, 2021, @ 4:00 pm	■ Session Registration Link
Google Folder Registration	June 15, 2021	■ Google Folder Registration
RFQ Submission Dates	June 30, 2021 by 5:00 pm (PST)	Digital application date/time stamped
Lead Agency Status Notifications	Aug 20, 2021	
Deadline to Appeal Decision	Aug 27, 2021	
Status Notification Publicized	September 3, 2021	
School Site/Lead Agency Matching Process	Sept 3 - Dec 1, 2021 (tentative)	
OUSD MOU Approval Season	May/June 2022	
Lead Agency Service Contract	July 1, 2022 - June 30, 2025	

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

What is a Bidders Conference? A bidder's conference is an informational meeting open to the public that the OUSD Dept. of Expanded Learning hosts upon releasing the RFQ. The bidder's conference is designed to give interested and eligible non-profit youth-serving organizations the opportunity to receive information regarding the RFQ process for OUSD expanded learning programs. This event is designed to provide clarity to non-profit organizations who are interested in applying. Organizations will consider whether they are positioned to demonstrate the capacity to facilitate comprehensive expanded learning after-school program services with fidelity.

C.Required Supporting Documentation

To support RFQ responses and verify organizational qualifications, 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. These documents do not count towards the 10-page limit for the RFQ application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

1) One (1) sample Expanded Learning Program weekly schedule - Please list all activities with a short description of each activity

2) Program budget pertaining to the program schedule (see Application Question 2 in Appendix II for details)

3) Profit and loss statement and/or Copy of 2020 990 Tax Form

4) Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)

5) Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)

6) Copy of organization's 501(c)(3) letter

7) Bank Statements to show proof of operating cash reserves (see Application Question 2 in Appendix II for details)

8) Job description for Site Coordinator and Program Instructor

9) Copy of IRS Letter Certifying Tax Exempt Status

10) Proof of "Active" status with the office of the California Secretary of State

11) Board Roster and Minutes – Include the current board roster indicating officers and affiliations as well as Minutes from the 2020-2021 school year.

12) Signed Letter of Agreement (see Section N)

13) Most recent audited financial statements within 2 years and summary of the audit findings

14) Letters of Reference (maximum of 2)

15) Documents demonstrating fulfillment of minimum qualifications (see Section M)

16) Certificate of current insurance

D. Introduction and Overview

The Oakland Unified School District (OUSD) Department of Expanded Learning invites interested nonprofit organizations to respond with their qualifications to serve as an Expanded Learning Program Provider in designing, planning, administering, and operating effective, high-quality expanded learning programs. Programs must support and align with the OUSD's goal of ensuring that every student graduates college, career, and community ready. Eligible providers will be committed to OUSD's strategic plan and shared 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 every day. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults with the express purpose of interrupting inequity, examining biases, and creating inclusive and just conditions for all students to achieve equally high outcomes.

Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO). Through the RFQ process, OUSD seeks organizations who demonstrate the capacity to work within the established OUSD model of school and community partnerships and 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 our district, expanded learning system, and community.

Term of the List of Qualified Agencies

This Request for Qualifications (RFQ) 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. Supplemental school programs will be chosen by the district. Yearly

program plans are created through a 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 continue there, 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 elementary, middle, and high schools across the city of Oakland.

When programming is conducted in-person, over 8,000 students across 73 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 (75%) and English Learners (31%). Additionally, approximately 25% of OUSD after-school participants are African American and 45% 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	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

E. 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 funds are awarded to specific school sites through a competitive process. The base grants that CDE awards to OUSD for after-school programs represent three 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.

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.

In addition to state grants, the City of Oakland's Oakland for Children and Youth have a long partnership with OUSD to support expanded learning programs. OUSD is looking for Lead Agencies that can competitively apply for OFCY's comprehensive after-school strategy. OFCY funding is awarded on a three-year grant cycle; therefore, schools and lead agencies are required to develop long-term partnerships that last over the course of the three-year OFCY grant cycle. 2021-2022 school year will be the third and final year of the OFCY grant cycle from 2018. As such, Lead Agencies will be able to apply for 2022 - 2025 OFCY funding. OFCY RFP is anticipated to be released in winter 2021 for programming starting in the 2022 school year.

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. ASES and 21st Century grant dollars are currently awarded at a rate of:

- ASES: $8.88/student/day for K-8 students
- 21st Century: $7.50/student/day for K-8 students
- 21st Century ASSETS: $10/student/day for high school students

Other considerations for the allocations of funds

- Distance/Remote/Hybrid Programming:
  - During a state or national emergency CDE could expand learning programs to have the flexibility to provide adaptive services that best meet the needs of our students and communities and are required by OUSD, Region 4 ACOE and CDE.
- Other considerations for the allocations of funds are that:
  - 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.

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.

F. OUSD Expanded Learning / Program Operation

We know in recent years, the field of education and expanded learning programs had to pivot due to global pandemic, power outage, wildfires, etc. Here in Oakland, approved Lead Agencies must be equipped and have organizational infrastructure to provide remote programs, hybrids, or any other configuration of programs mutually agreed upon in the MOUs.

In addition, 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 students. As school-day teachers focus on providing high quality instruction in the classroom, youth development workers provide high quality expanded learning opportunities to students during the after school and outside of regular school hours when youth are most vulnerable to crime, violence, and risky behavior.

Below is an outline of operational requirements.

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.

G. 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

- To satisfy **21st CCLC E/M**:
  - Educational and literacy component to provide tutoring and/or homework assistance,
  - Educational enrichment component,
  - Physical activity/recreation component, and

- To satisfy **ASSETs**:
  - Educational and literacy component to provide tutoring and/or homework assistance,
  - Educational enrichment component,
  - Physical activity/recreation component, and

In addition, **all programs** must provide a nutritious snack or supper each day.

Required Program Hours

- 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.

H. 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 qualification for an instructional aide 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. Unless otherwise advised due to the health and safety of the students. It is highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. 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 of any expanded learning staff changes.

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, 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 extended contracts.

I. 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, and ASSETs Programs when working with a unique population defined as foster youth, MicKinnery-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. 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.

J. Contract and Payments

Agencies that are approved through the process described in this RFQ 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 June/August 2022 Board meeting.

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 late winter/early 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 2-3 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.

K. Guidelines for Charging Fees

The intent of ASES and 21st CCLC grants, which aligns with OUSD values, is to establish local programs that offer academic support and enrichment to students in need of such services regardless of a families inability to pay.

Both the CDE and OUSD discourage charging fees as that could exclude students in need from attending and taking advantage of the expanded learning program. ASES and 21st Century grants do not prohibit charging fees for expanded learning programs; however, programs which 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 21st Century and ASSETS grants will be required to report any fees collected (i.e.- registration fees, family fees, application fees, etc.). Fees collected could be deducted from the 21st CCLC grant amount received by the California Department of Education (CDE).

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 child will be denied services due to inability to pay.

L. RFQ Process

Any agency that is interested in serving in the OUSD Expanded Learning Lead Agency role for the 2022 - 25 school year and/or beyond must successfully complete the Lead Agency RFQ process and earn *highly recommended* or *conditionally recommended* status, detailed below. Therefore, an organization that does not successfully complete the Lead Agency RFQ process or does not earn a *highly recommended* or *conditionally recommended* status will not be contracted with OUSD to serve in the Lead Agency role in the 2022-23 school year. If the OUSD ASPO moves forward with the adoption of an annual RFQ as anticipated, organizations that are not selected during this year's RFQ process will have the opportunity to qualify as a Lead Agency for future school years beyond 2025. Additionally, any agency that participated in the 2022 RFQ and earned *highly recommended* or *conditionally recommended* status does not have to submit a new RFQ for three years.

Organizations that submit an RFQ by the deadline will be assessed based on their RFQ responses, an interview between the community organization and the RFQ Review Team, and any additional supporting materials requested by the RFQ Review Team to determine the organization's qualifications to serve in the Lead Agency role. Applications that have the potential to earn the *highly recommended* or *conditionally recommended* status and require additional information will be invited for an interview with the RFQ Review Team.

Organizations completing this 2021 RFQ process will be assessed and scored into one of the following three categories:

1) **Highly Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *all* Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. This *highly recommended* status will be valid for up to 3 years, depending on the organization's successful results in OUSD's annual Lead Agency evaluation process.

2) **Conditionally Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *most, though not all*, of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFQ Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all Lead Agency responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFQ Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*. Re-assessment will include results of the annual Lead Agency evaluation process, if the organization is currently serving as a Lead Agency.

3) **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 RFQ. Organizations receiving this *not recommended* status will not be included in the list of qualified community organizations that will be shared with Principals and stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFQ at a future date when the OUSD ASPO opens up a new RFQ cycle, if the organization has made significant improvements in strengthening its capacity to serve in the Lead Agency role. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify an agency of its determination by August 22, 2021 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 Section L.

The school site administrator may choose a new Lead Agency, or may choose to continue to work with the same Lead Agency on an annual basis; subject to the District's annual availability of funds, satisfactory contractor performance with respect to meeting targeted attendance goals,

the contractor's ability to provide a quality program that supports school and district objectives, community partner evaluation criteria set forth by the District, and/or any other factors relevant to the school site. Beginning in 2021, OUSD will implement a new annual evaluation process to assess each community partner's effectiveness in fulfilling Lead Agency responsibilities.

M. Minimum Qualifications

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

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

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 2 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) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate the entirety of a school's afterschool and/or extended 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 of appropriately 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.

N. 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, a copy will also be included in the RFQ Google Folder once an organization registers)
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 10 double-spaced pages in response to the four (4) 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 RFQ (Appendix IV, version for Fiscal Year 21-22),

and that your firm is willing to comply with OUSD contracting requirements.

6) **Sample Program Schedule and Summary:** Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

Applications must be received by**, June, 30, 2021**

All applications will be submitted electronically:

- Organizations will need to Pre-Register with the Expanded Learning Office and receive access to a Google Folder.
- The complete RFQ application as well as signature pages and required supporting documentation will need to be uploaded into their assigned Google Folder.

*** Applications submitted after 5:00 pm on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

FORMAT

All submissions must be on the RFQ 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 four (4) titled sections below in no more than 10 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

P. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation demonstrating the capacity to meet the minimum requirements will not have the application reviewed.

Applications demonstrating the capacity to meet minimum requirements will have their qualifications evaluated and scored by an RFQ Review Team made up of individuals with expertise in the relevant subject matter for which the application is submitted.

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Lead Agencies
Organizational Capacity and District Alignment **(25 Points)**	• Agency has a clear mission and vision that complements OUSD's vision for community schools and college, career, and community ready students. • Agency can clearly articulate how expanded learning partnership with Oakland schools makes sense for their organization, and why they are well positioned to engage in partnership with OUSD. • Agency has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. • Agency has extensive experience working in partnership with school sites and district leaders. • Agency has organizational experience in the hiring, retention, and provision of professional development to appropriately 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. • Agency has the capacity to serve OUSD's diverse student demographics.
Fiscal Management and Resource Development **(25 Points)**	• Agency has accurate documentation that highlights how the Lead Agency will allocate funds to run quality expanded learning programs based on grant requirements detailed in the funding description. i.e. 1:20 ratio etc. • Agency has a strong budget template that clearly illustrates staffing costs, a salaried full time coordinator, supplies, administrative costs and additional contributions to enhanced programming. • Agency clearly describes how they will secure additional funding to match the contracted funds. • Agency is able to clearly describe its systems, structures and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record keeping for auditing purposes. • Agency has audited financial statements and can produce accurate fiscal reports upon request.

Agency Infrastructure **(25 Points)**	• Agency has an organizational chart that supports successful program implementation and clearly describes agency staffing systems, and processes that will ensure that all Lead Agency responsibilities will be fulfilled effectively and with fidelity. • Agency has designated administrative systems and procedures in place to ensure that expanded learning programs are operating in full compliance of requirements set forth by OUSD and the California Department of Education (CDE). • There is clearly at least one designated manager/director level staff person in the agency that is the primary point of contact for the OUSD expanded learning partnership. This individual regularly participates in all district expanded learning collaborative meetings, required professional development, and is regularly present at program sites to support the site coordinator and the school partnership. • Agency shows capacity to hire and support a clearly designated coordinator at each school site to facilitate and maintain active collaboration with the school site administrator and other school faculty.
Youth Development Expertise and District Alignment **(25 Points)**	• Agency's program model clearly supports youth development. Agency provides descriptions of successes and challenges serving Oakland youth. • Agency has strong systems and processes in place to support ongoing Continuous Quality Improvement (CQI), including: structured development plans; • Agency utilizes district opportunities, other partners and the greater community to continuously innovate and grow their youth development practices to better serve the community.

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 Principals for a period of up to three (3) years pending funding availability to select a Lead Agency to administer the after-school program on his/her school site.

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

Applicants are responsible for reviewing all portions of this RFQ, and promptly notifying the District, in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFQ. 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 RFQ prior to the application due date by issuing Change Notices, which will be posted on the Afterschool Programs page of the OUSD website. 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. Therefore, the District recommends that applicants consult the website frequently, including shortly before the application due date, or sign up for our mailing list (https://www.ousd.org/Page/12206) for updates to ensure they have downloaded all Change Notices.

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 RFQ or excuse the vendor from full compliance with the specifications of the RFQ or any contract awarded pursuant to the RFQ.

Financial Responsibility

The District accepts no financial responsibility for any costs incurred by applicants in responding to this RFQ. Submissions of the RFQ 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 After-School 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 RFQ 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 Qualifications;
- 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 RFQ, or the requirements for contents or format of the

applications;

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

No Waiver

No waiver by the District of any provision of this RFQ 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 RFQ.

R. Standard Contract Provisions

Any agency selected from the *Expanded Learning Program Lead Agency Qualified List* by a school site Principal, 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: RFQ Application

2021 OUSD Request for Qualifications Application (Template)

ASES, 21st CCLC, and ASSETS After-School Programs

Cover Sheet Template:

Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

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

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 RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

1. ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD's 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 educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?

- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).

- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.

- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.

- Your budget should also show secured leveraged funds and resources that you would

contribute to the operational costs of running an after-school program.
    - Elementary: $133,000 to serve 84 students for 180 days of school year
        - (approx. 17 hours/week)
    - Middle school: $177,000 to serve 112 students for 180 days of school year
        - (approx. 17 hours/week)
    - High school: $250,000 to serve 140 students for 180 days
        - (approximately 15 hours/week)
- Your budget must detail:
    - Staffing costs for service delivery, staff training, and prep time
    - Full time site coordinator
    - Any agency management-level staff who will be paid by grant funds for support of direct service programming
    - Supplies, materials, curriculum, books, field trips, etc.
    - Agency administrative costs not to exceed 4% of contracted amount Note:
        - Your budget does not need to include snack costs

- Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.

- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with

requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to):*

- Student ratio of 1:20 or better;
- Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
- Full time school Site Coordinator stationed at each school site during the day
- 85% attendance documented by daily OUSD mandated attendance protocols
- Professional record keeping and reproduction upon request for district audits

- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

4. YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?

- Please review the CDE's quality standards which are accessible on the CDE Website. These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.

- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?

- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

APPENDIX III. Instructions for RFQ Application Submission:

Please use this link to register to receive access to a Google RFQ folder. The Google folder will house the RFQ application and supporting documents will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm.

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

Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ 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
- Profit and loss statement and/or copy of 2020 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 (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- 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 2020-2021 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 qualifications (outlined in Section 13)
- Copy of certificate of current insurance

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 Qualifications

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 MOU SAMPLE CONTRACT

The contract template that is currently being used by lead agencies can be accessed by clicking the following link. However, please be aware that we are in the process of revising the contract template in 2 main respects: (1) the revised 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 (2) that master contract will last for 3 years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently). The other terms will be substantially similar to those in the current contract template.

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

> *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 Community Schools 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 August 27, 2021 (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, whether by administrative process, judicial process, or any other legal process or proceeding.

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 Executive Director of Community Schools Student Services, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Andrea Bustamante, Executive Director
Community Schools Student Services
andrea.bustamante@ousd.org

Appellants will receive written notice of the outcome of their appeal by September 3, 2021. In the event that an applicant's appeal is successful, the agency will be treated as all other prequalified agencies.

APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

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        - 5.1.1. Alignment with Community School Strategic Site Plan
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        - 5.4.1. Program Hours
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10.2. Changing Legislation

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11.1. Child Abuse and Neglect Reporting Act

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11.2.3. Minimum Qualifications

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

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

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.

Marisa Ramirez 6/22/21

Signature **Date**

Marisa Ramirez, Expanded Learning Director Bay Area Community Resources

Name and Title of Signatory **Name of Organization**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2021 OUSD Request for Qualifications Application

ASES, 21st CCLC, and ASSETS After-School Programs

NOTE: PLEASE PRE-REGISTER TO RECEIVE TO ACCESS TO A GOOGLE FORM

Cover Sheet:

Organization Name	Bay Area Community Resources		
Address, City, State	11175 San Pablo Avenue, El Cerrito, CA 94530		
Lead Contact's Name:	Marisa Ramirez	2nd Leads Contact's Name	Gabrielle Guinea
Email:	mramirez@bacr.org	Email:	gguinea@bacr.org
Telephone #:	(510) 559-3025	Telephone #:	510-559-3060

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

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 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.	17+	# 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.

Alameda Unified School District
Antioch Unified School District
Berkeley Unified School District
Mount Diablo Unified School District
Pittsburg Unified School District
San Francisco Unified School District
San Rafael City Schools

West Contra Costa Unified School District		
How many school sites does your organization have the capacity to serve as a lead agency?	30-33	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
We are open to discuss other potential school partnerships with a thorough assessment of our criteria and a mutual agreement of a match (principal/agency). Our management structure needs to support 1 manager per 5- 6 schools in order for us to increase school sites.		

APPLICATION QUESTIONS

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

Capacity | Fiscal | Infrastructure | Youth Dev. & Assessment

ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD's 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 educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?

Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. BACR has provided expanded learning academic support, enrichment, and physical activity programming in Bay Area communities for more than 30 years, including in partnership with the Oakland Unified School District (OUSD) expanded learning (aka after school) programs since 2004. BACR is the largest expanded learning provider in the region, serving as lead agency at 105 schools, with 27 OUSD schools including 17 elementary, 4 middle, and 6 high schools. Our programs are designed and staffed to provide safe and supportive environments to our most vulnerable and marginalized students and families. These programs are likewise designed and staffed to support more equitable academic and social achievements. Our programs' mission statement is to "Empower Youth to Excel, Lead and

Succeed." We firmly believe in promoting holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, and share their learnings that will provide meaningful contributions within their communities.

We believe our mission, vision, and programming are aligned with the work of OUSD, including creating safe havens through expanded learning opportunities that support college and career readiness, student voice, and leadership. BACR leads with a caring heart, compassion, empathy, and respect for all students and their families.

BACR embodies the unique capacity to implement and expand district and expanded learning initiatives effectively and on a large scale. The steadiness and tenure of our leadership/management team plays a vital role in making this happen. Our Oakland BACR Management team has been supporting Oakland Expanded Learning for 10-plus years.

To reinforce our shared efforts, BACR has a long-standing close working partnership with the OUSD's Expanded Learning After School Programs Office (ASPO) to improve program quality. BACR Managers and Directors are active participants at the ASPO Director meetings, districtwide initiatives, or special projects; they take collaborative partner lead roles, participate in learning communities, and regularly volunteer for development opportunities. Our returning BACR Coordinators and Managers' participation in OUSD's "training of trainers" has proven to be effective in supporting OUSD initiatives and capacity building. Our most notable support and collaboration with OUSD this year has shown in the various ways we supported the school day during the pandemic, such as food/technology distribution and In-Person Learning Hubs.

- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).

BACR's over 17 years of experience working in the Oakland community includes the partnership with OUSD and Oakland Fund for Children and Youth (OFCY), which currently funds 19 of our 27 expanded learning sites. In 2020-21, BACR served more than 3,000 youth across all our K-12 Oakland programs. A major strength of BACR is our ability to conduct ongoing inquiry with the families we serve. As an agency we continuously provide the resources and flexibility to assess, respect, and understand the diverse schools and communities we partner with. We want to assure we are matching the right staff to meet the uniqueness of each school and community; this is essential to a successful relationship. Similar communities as Oakland that we work in are San Francisco, Richmond, San Pablo, Pittsburg, and Antioch. Our experience in Oakland has been in a wide range of communities from east, north, west, and central Oakland. In addition, we continue to widen our Oakland CBO relationships. Our over 30 CBO partnerships across Oakland have been key in developing effective wrap-around services for our students and their families. The work we do collaboratively with other organizations supports each other's missions. We also extend training resources, systems resources and provide technical assistance on a regular basis.

BACR believes in supporting the whole child by implementing our youth development promising practices; this supports students' social and emotional development. One way we serve the Oakland community is to provide a civic engagement component in our programming. For example, we facilitate and partner with other organizations in supporting multiple opportunities for students to engage in community service learning projects, youth leadership, and advocacy. We take a proactive approach to learn about all district and Expanded Learning statewide initiatives such as PBIS, Social Emotional Learning, and empowering families to become leaders of change. We are progressive and at the forefront as these initiatives emerge. Our various program areas engage and equip young people with 21st century skills and other social/emotional developmental skills.

- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.

Our BACR team prides itself in ensuring that all students are connected with the appropriate resources to be successful. Continuous quality improvement (CQI) is integral to the work we do to ensure effective implementation of high quality programming. We regularly check in with students, do phone calls, host engagement events (such as literacy nights), and conduct surveys and inquiry work with the students to ensure their voice is always at the forefront of the work we do. We are a partner that works side-by-side with all of our stakeholders, thereby, ensuring continuous staff and program development.

- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

Our Program Coordinators are the primary point of direct contact for the lead agencies expanding learning programs at the school site. Their role is to work with students and families on a daily basis, being a listener, an advocate, and an ongoing resource.

BACR sets high standards for recruiting and retaining staff, and our staff tenure is much greater than the nonprofit industry average. We believe in home-grown management and promote largely from within. At the same time we strive to recruit staff from the communities we serve and/or that have experience working within similar communities.

Our recruitment efforts continue to be increased and enhanced over the last few years; we have tried several new strategies that to-date seem to have been effective. We continue to use word-of-mouth as our primary recruitment method, with a generous employee referral incentive. We also participate in many local and regional recruitment fairs (including with Laney College). Our social media marketing efforts are proving to be effective, and as a result of this we have been able to further develop and distribute our recruitment materials. Further, we continuously spread the word within our school communities to hire staff that live within the community. Once again, this has been successful in the past few years. A high percentage of our Coordinators have moved up from direct service staff positions. This year, through our letters of reassurance, our retention should increase, providing security to staff. Lastly, but perhaps the most successful effort, has been to centralize our recruitment efforts. Our Administrative Development Assistant has spearheaded this effort by recruiting and pre-screening qualified applicants to our Supervisors/Coordinators, and by coordinating potential applicants to present mock lesson plans and on-the-ground shadowing. In addition, we have a robust and dedicated Human Resources (HR) team and our newly-hired Marketing and Communications Manager.

How we target staff to complement the core competencies of each site's specific needs is key to us, and hence a specific required skill set when we are hiring. We hire staff based on their

passions, skills sets, and competencies. A competency assessment is made on the onset of our screening process and when hired becomes part of their performance reviews. Our retention strategies, to name a few, include providing a wide range of Program Director (PD) opportunities, HR wellness, year-round work for Coordinators, flexibility of schedule, and IA certifications being offered in-house, all without compromising the quality of our programs. Notably, we were the first organization to create the teacher pathway with OUSD. We take a holistic approach in our PD offerings to support our retention and ongoing development of our staff, including offerings on the self (mindfulness, leadership), your student community/family, (PBIS, SEL), and the world (trauma-informed).

We are proud of our strong professional development opportunities for staff, which we conduct annually, monthly, and quarterly. We have in-house expertise to conduct the trainings on a monthly and quarterly basis. In addition, we work closely with our HR department to conduct online and in-person training on a monthly and quarterly basis as well. Each year, all after school staff participate in an innovative BACR Summer Institute before school begins. We continue to focus on a more hands-on approach, where Program Managers, seasoned Coordinators, and other outside trainers model leadership and coaching techniques. In addition, student voice captures activity interests and also culturally relevant activities. Therefore, we keep all this in mind when we hire our staff, striving to hire staff who have the talents and background to implement these activities.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.

● Your budget should also show secured leveraged funds and resources that you would contribute to the operational costs of running an after-school program.

- Elementary: $133,000 to serve 84 students for 180 days of school year
  - (approx. 17 hours/week)
- ○ Middle school: $177,000 to serve 112 students for 180 days of school year
  - (approx. 17 hours/week)
- ○ High school: $250,000 to serve 140 students for 180 days
  - (approximately 15 hours/week)

● Your budget must detail:

- Staffing costs for service delivery, staff training, and prep time
- Full time site coordinator
- Any agency management-level staff who will be paid by grant funds for support of direct service programming
- Supplies, materials, curriculum, books, field trips, etc.
- Agency administrative costs not to exceed 4% of contracted amount

Note: Your budget does not need to include snack costs

PLEASE SEE ATTACHED.

● Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

In Fiscal Year 2020-21, in addition to $3,956,000 received from OUSD, BACR has secured $1,872,000 from OFCY, and more than $300,000 from foundations, corporations, in-kind resources, and other sources. Oakland ASPs partner with a good number of our partner organizations to secure other funding (i.e.STEAM) and/or get in-kind resources. In addition, we contract school day funds from a few of our schools to offer staff more hours and pay. BACR has financial reserves of $3.2 million, enabling us to continue operating for several months despite possible late payments from OUSD. Also, attached is a copy of a CD statement from City National Bank to BACR showing our financial reserves.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

BACR is responsible for more than 250 separate contracts with government agencies, school districts, and private foundations. These include contracts from OUSD and OFCY, California Volunteers, and the City and County of San Francisco. BACR has an extensive management and accountability infrastructure that has been thoroughly tested. Our Chief Financial Officer (CFO) is a Certified Public Accountant (CPA) with more than 25 years in accounting, supported by a Finance Director and eight Project Accountants and a Contracts Manager. They use MIP Fund accounting software, a system designed to separately identify revenue and cost by project, grant, and cost center (client). Assigning a specific code to each project, grant, and cost center allows financial reporting that is distinct by contract and segregated from any other project. A Project Accountant is assigned to each program and client. The Project Accountant works directly with BACR's Director, Program Managers, and Program Coordinators. The Accountant is responsible for bill paying and recording expenditures in appropriate cost centers per the project budget. The Accountant invoices funding agencies such as OUSD. On a monthly basis, the Accountant prepares financial reports including budget reports with budget to actual variance analysis. The Accountant also works with BACR's expanded learning management staff to provide support and general fiscal oversight of the project. The CFO meets regularly with the Accountant to monitor and review projects and provide guidance and support. The CFO prepares and oversees development of all government cost reports and works with an independent accounting firm to prepare the audit, which is completed every year.

Payroll Processing—BACR employees are paid two times per month. BACR requires timely and accurate submission of timesheets. BACR uses the Paycom payroll system. An analysis of

payroll by project is kept on a monthly and year-to-date basis. All employees of BACR are included in the analysis, which tracks the salary allocation of each employee by each project, grant, and cost center. The total year-to-date salary for each employee for all projects is reconciled monthly. The Managers and Director monitor these reports on a monthly basis.

AGENCY INFRASTRUCTURE (2 Pages)

● Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.
Please see the attached organizational chart and Oakland expanded learning program chart.

● Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (Unless otherwise stated by CDE under extenuating circumstances all sites are required to):

- Student ratio of 1:20 or better;
- Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
- Full time school Site Coordinator stationed at each school site during the day
- 85% attendance documented by daily OUSD mandated attendance protocols
- Professional record keeping and reproduction upon request for district audits

Hire, supervise, train, and support program staff and leaders—BACR's East Bay Director hires and supervises the Program Managers. Each Program Manager oversees a cluster of six to eight expanded learning programs in broad neighborhood areas, and hires, supervises, and trains/coaches the Program Coordinators within their cluster. Coordinators hire program staff at their sites and provide training and coaching. Program staff participate in team supervision meetings at least monthly. Ensure the program meets compliance requirements set forth by OUSD and the California Department of Education (CDE)—Our Managers and Coordinators are trained on all grant compliance expectations and guidelines. We have internal audits and monitor through an Internal Documentation Audits template aligned with the Federal Program Monitoring checklist. Manage grant funds contracted to the agency—BACR's accounting department assigns a Project Accountant to each Program Manager in working closely to manage Oakland expanded learning program grant funds. They use MIP fund accounting software to monitor revenues and expenditures by funding source. BACR's Program Managers and Program Coordinators work closely with the school principal at each site, along with the

Quality Support Coach and other school leadership. Align program services to school site and district goals and priorities—BACR's Program Director and Program Managers participate in OUSD's ASPO meetings and trainings and reinforce the district goals and priorities in its Summer Institute trainings, monthly staff meetings, and integrated lesson plans. Ensure the expanded learning program reflects youth development quality standards—Our goal is to hire staff and Coordinators who have a passion and talent/skill set to support youth development. All expanded learning staff receive training on youth development best practices. For example, 85% of returning coordinators and 100% of program managers engaged in the creation and implementation of THC3 (Truth, Hope, Change, Curiosity, and Celebrate) to support Oakland's framework for continuous quality within Expanded Learning. BACR's Director and Program Managers attend ASPO meetings regularly to identify and align strategies to carry out the above components. Participate in the OUSD evaluation project and engage in an ongoing process of continuous quality improvement based on data—BACR's Program Coordinators are responsible for ongoing inquiry and observations to collect data and make program improvements accordingly.

In addition to the above, BACR employs several systems, structures, and processes to ensure that our programs operate fully in compliance with OUSD Expanded Learning requirements, such as the following: we engage in an annual program planning process (in early spring) with school leadership to develop the expanded learning program plan and budget for the upcoming year. We upkeep and maintain Federal Program Monitoring documentation.

- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

Our Program Coordinators are responsible for day-to-day management and supervision of the expanded learning programs at each school site. They are on site 40 hours a week and are the

primary point of contact for their school's expanded learning program. Our Coordinators are responsible for school day alignment and connecting with teachers and families. They work closely in some capacity with the school principals, quality support coach, community school managers, school teachers, and staff. They are active participants of School Site Councils, Student Success Teams, COST Teams, school leadership teams, PTAs, and/or school staff meetings. It is critical to the success of our programs that they be aligned with the school day best practices, policies, and to share information regularly on the students' needs. Coordinators hire program staff at their sites and provide training and coaching. Program staff participate in team supervision meetings at least monthly, and develop and follow individualized action plans as needed, but at least twice a year.

YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students.

BACR's expanded learning programming is grounded in promising practices in youth development. Each year, all of our Oakland Coordinators engage in a self-assessment process to move towards positive long-term outcomes. Program effectiveness can then be measured by participants' experiences. We believe that a Safe & Supportive environment is at the foundation of our work. This allows young people to experience emotional and practical support by adults and peers knowing who they are and what's important to them. Through the THC3 framework, we identify two to three of the 12 expanded learning quality standards to focus on part of our CQI. We have an understanding of the twelve standards and are always looking to improve in all areas. Our hope is that we will improve in the areas of Youth Voice and Leadership and

Diversity, Access, and Equity. We will partner with outside trainers and implement the standards at the Summer Institute and throughout the school year. A question that comes up for us is how can we as an organization continue to nurture the collaboration and partnership with OUSD to ensure that these areas of improvement are implemented in an equitable and inclusive manner.

- Please review the CDE's quality standards which are accessible on the CDE Website. These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.

Please refer to the supportive documents. Also, as noted above, we believe that a strength of our work is in providing a Safe & Supportive environment while an area for improvement is in further promoting a Youth Voice and Leadership and Diversity, Access, and Equity.

- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?

One of BACR's strengths is that we implement an intentional, consistent approach to youth development to ensure high program quality. To this end Coordinators conduct ongoing program observations for the programs they supervise. They take evidence-based notes on what they are seeing in their programs, then meet with their entire direct service staff to review and assess where they are with the 12 Quality Standards. All BACR Program Managers are trained in the 12 Quality Standards and conduct monthly team meetings with Program Coordinators, at which time they continually revisit and model the Quality Standards to assess program quality in the domains of Safe Environment, Supportive Environment, Engagement, and Interaction. Some Managers are already certified in external assessments and certified trainers. In addition, Managers conduct site-based Quality Standards trainings for all staff. This process ensures that all program staff who are using the tool are providing seamless, flawless, quality inclusive learning and programming in all of the above domains. As previously described, all expanded learning staff receive training through BACR's Summer Institute, including on youth

development best practices and use of the Quality Standards touchpoints through the BACR coaching model. Our training throughout the year focuses on specific domains and drill down to topics such as welcoming, opening circles, pair shares, and lesson plans. Using the BACR lesson plan template, our staff internally develop activity lesson plans that capture elements of youth development best practices. This year, we have also had quite a bit of investment with in-house and outside consultants to provide individualized coaching.

- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

BACR engages in the CQI cycle with fidelity. Evaluation and assessment are essential in providing evidence that our work is continuously evolving and on the right trajectory. We assess our programs through various ways, including, program observations, engaging our child/parent and other stakeholders in surveys that focus on developmental assets (academic, social/behavior) and youth participation and engagement. We also evaluate consistent attendance, staff and student retention, and program sustainability and growth. Each year, we engage in an extensive annual planning process where we present qualitative and quantitative goal measures and data benchmarks. In addition, our annual planning process includes reviewing our Program Assessment Rubric, which informs our BACR annual goal objectives and helps inform the focus within our Expanded Learning industry at BACR. Some of the following indicators are continuously used to determine if our agency is making the desired impact: 1) mastery of new social-emotional and communication skills; 2) increased connections to school, peers, and caring adults; 3) improved physical fitness and healthy lifestyles; 4) high rates of regular school attendance; 5) improvements in academic skills and performance; and 6) family engagement in school and afterschool activities.

The measure of these indicators help guide where we need to concentrate our resources and set forth establishing goals and objectives for the upcoming year.

Instructions for RFQ Application Submission:

Please use this link to register to receive access to a Google RFQ folder. The Google folder will house the RFQ application and supporting documents will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm. Any documents submitted after the deadline will not be accepted or reviewed.

Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ 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
- ☐ Profit and loss statement and/or copy of 2020 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 (indicate specific names next to titles of staff whenever possible)
- ☐ Copy of organization's 501(c)(3) letter
- ☐ Bank statements to show proof of operating cash reserves (reference application
- ☐ question 2 in appendix II for details)
- ☐ Job description for site coordinator and program instructor
- ☐ 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 2020-2021 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 qualifications (outlined in Section 13)
- ☐ Copy of certificate of current insurance

On behalf of Bay Area Community Resources (agency), I, Marisa Ramirez (Name) Program Director, Declare under penalty of perjury under the laws of the State of California that the foregoing in true and correct.

Signature: Marisa Ramirez

Date: 6/29/21

Madison Primary 2020-2021 Daily Program Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:30pm-2:45pm			Sign In, Snack		
2:45pm - 3:30pm	Sign In, Snack and Mindfulness Activities	Sign In, Snack and Mindfulness Activities	Mindfulness Activities	Sign In, Snack and Mindfulness Activities	Sign In, Snack and Mindfulness Activities
3:30pm-4:30pm	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Community Builders
4:30pm-5:45pm	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Fun Friday Organized Physical Activities with BACR Group Leaders
5:45pm-6:00pm	Goal Setting Reflection	Reflection	Reflection	Reflection	Goal Setting Reflection
6:00 PM	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure

Snack: Provide a nutritious snack for every student.
Mindfulness Activities: Activities that help improve student's behavior, help with coping and social skills, and lower their stress.
Community Builders: Activities planned by BICcurriculum.
Academic hour: homework assistance, literacy activities include BookNook, and Reading with Relevance and skill building using Math Hoops, and activities designed by BACR group leaders.
Enrichment: specialized services by BACR staff, Upward Roots curriculum, Destiny Arts, and Bay Area Scores.
Goal Setting: Students plan their SMART goals in relation to academic, or personal goals.
Reflection: Students use this time to reflect back on their days and share out with their peers.

OFCY OAKLAND FUND FOR CHILDREN & YOUTH
OAKLAND UNIFIED SCHOOL DISTRICT Community Schools, Thriving Students

2021-22 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

Site Name:	Madison Park Academy TK-5			**ASES**	**OFCY Match Funds**
Site #:	154		**%**	Resource 6010, Program 1553	
Average # of students to be served daily (ADA):		83.31		OUSD / Lead Agency	Lead Agency
	TOTAL GRANT AWARD			**133,169.40**	**$80,000.00**
	OUSD Indirect (5.00%)			6,341.40	
	OUSD ASPO admin, evaluation, and training/technical a			8,297.16	
	Custodial Staffing and Supplies at 3.5%			4,148.58	
	TOTAL SITE ALLOCATION			**114,382.26**	
1120	Quality Support Coach/Academic Liaison			2500	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)			0	
1120	Certificated Teacher Extended Contracts- ELL supports				
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (recommended for MS)				
	Total certificated			**2500**	0
2205	Site Coordinator (list here, if district employee)			0	
2220	SSO (optional)			0	

		0			
	Total classified	**0**	**0**	**0**	
3000's	Employee Benefits for Certificated Teachers on	612.50			
3000's	Employee Benefits for Classified Staff on Extra	0			
3000's	Employee Benefits for Salaried Employees (benefits at	0			
3000's	Lead Agency benefits (rate: 25%)		0		
	Total benefits	**612.50**	**0**	**0**	
4310	Program Supplies		1115.92	$3,911.00	
4310	Food			$350.00	
5829	Office Supplies			$350.00	
4420	Professional Development			$500.00	
	Telephone/Internet/ Communications			$1,000.00	
	Travel/Transportation			$160.00	
	Participant Incentives			$200.00	
	Professional Development for Site Staff		500		
	Total books and supplies	0	1615.92	**$6,471.00**	
5825	Site Coordinator (Na'Dra Hennington) $52,000 total salary (only 10 months from ASES; 2 months OFCY) +$13,000 (25% Fringe) = $65,000		$55,466.00	$9,534.00	
5825	Program Instructor (Jermaine McCann) $17/hr x 21.5		$16,904.37		
5825	Porgram Instructor (TBD)$17/hr x 21.5hrs/wk x **27wks**		$12,335.62		
5825	Porgram Instructor (Athena Moore) $17/hr x 21.5		$16,904.37		
5825	Porgram Instructor (Dierdre Stevenson) $17.56/hr x			$17,461.25	
5825	Porgram Instructor (Dorothy Courtney) $17.56/hr x		$3,592.69	$13,868.75	
5825	After School Support Staff (Shayna Shapiro) $800 +			$1,000.00	

	5825	BACR Program Manager (Professional Development,				$14,025.00
	5825	Staff time to participate in Continuous Quality				
	5825					
	5825	Subcontractor: Upward Roots				$1,640.00
	5825	Subcontractor: America SCORES				$2,000.00
	5825	Subcontractor: Destiny Arts				$2,000.00
	5825					
		Total services		**0**	**$105,203.05**	**$61,529.00**
		BACR East Bay Director				
		BACR Support Staff				
		BACR Administrative Assistant				
		Trainings (CPS, Classroom Management, Lesson Plannir				
		Volunteer Time				
		Total value of in-kind direct services				
		Lead Agency admin (4% max of total contracted $)			4,450.79	$12,000.00
		Subtotals DIRECT SERVICE	**84.05**	**5,103.82**	**$106,818.97**	**$68,000.00**
		Subtotals Admin/Indirect	**15.95**	**16,795.82**	**4,450.79**	**$12,000.00**
		Total budgeted per column		21,899.64	$111,269.76	$80,000.00
		Total BUDGETED	**100.00**	133,169.40		$80,000.00
		BALANCE remaining to allocate		**0.00**		**$0.00**

	TOTAL GRANT AWARD/ALLOCATION TO SITE		**133,169.40**	**$80,000.00**

ASES MATCH REQUIREMENT:			
ASES requires a 3:1 match for every grant award dollar awarded.			
Total Match amount required for this grant:			44,389.80
Facilities count toward 25% of this match requirement:			11,097.45
Remaining match amount required:			33,292.35
Match should be met by combined OFCY funds, other site funds, priva			#REF!
Total Match amount left to meet:			#REF!

Required Signatures for Budget Approval:

Principal:

Lead Agency:

Other School Site Funds	Other Lead Agency Funds
OUSD	Lead Agency
	$6,900.00
0	
0	
0	
0	**0**
0	0
0	

0	0	
0	0	
0	0	

0	**0**	
	$2,500.00	
	$1,600.00	
	$1,000.00	
	$1,200.00	
	$600.00	
	$6,900.00	

	$6,900.00
[redacted]	

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PLEASE FILE IN A SAFE PLACE

ARMANINO LLP

12657 Alcosta Blvd., Suite 500
San Ramon, CA 94583
ph 925.790.2600
fx 925.790.2601

** PUBLIC DISCLOSURE COPY **

Form **990** (Rev. January 2020)
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

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning JUL 1, 2019 **and ending** JUN 30, 2020

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
BAY AREA COMMUNITY RESOURCES, INC.

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 171 CARLOS DRIVE

Room/suite

City or town, state or province, country, and ZIP or foreign postal code SAN RAFAEL, CA 94903

D Employer identification number 94-2346815

E Telephone number (415) 755-2324

G Gross receipts $ 49,075,884.

F Name and address of principal officer: CATHLEEN CAMPBELL
171 CARLOS DRIVE, SAN RAFAEL, CA 94903

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.BACR.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 1976

M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PROMOTE HEALTHY DEVELOPMENT OF INDIVIDUALS, FAMILIES AND COMMUNITIES.

2 Check this box ▶ ☐ 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	9
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	9
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	2001
6	Total number of volunteers (estimate if necessary)	6	5500
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	20,167,814.	27,355,858.
9	Program service revenue (Part VIII, line 2g)	19,898,188.	21,683,088.
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)	43,167.	36,938.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	40,109,169.	49,075,884.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	105,200.	108,500.
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)	31,616,450.	37,068,028.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 278,556.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	8,190,052.	9,345,597.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	39,911,702.	46,522,125.
19	Revenue less expenses. Subtract line 18 from line 12	197,467.	2,553,759.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	9,510,775.	17,683,714.
21	Total liabilities (Part X, line 26)	5,869,351.	11,502,033.
22	Net assets or fund balances. Subtract line 21 from line 20	3,641,424.	6,181,681.

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 — Date

▶ CATHLEEN CAMPBELL, CFO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MATTHEW PETROSKI	MATTHEW PETROSKI	05/15/21	☐	P00853132

Firm's name ▶ ARMANINO LLP — Firm's EIN ▶ 94-6214841

Firm's address ▶ 12657 ALCOSTA BLVD, STE. 500
SAN RAMON, CA 94583-4600 — Phone no. 925-790-2600

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission:
TO PROMOTE HEALTHY DEVELOPMENT OF INDIVIDUALS, FAMILIES AND COMMUNITIES.

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 ☒ 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 ☒ 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 $ 22,271,293. including grants of $ 108,500.) (Revenue $ 18,251,172.)
AFTER SCHOOL PROGRAM

BACR AFTER-SCHOOL PROGRAMS PROMOTE THE SUCCESSFUL, HOLISTIC DEVELOPMENT OF YOUTH BY PROVIDING OPPORTUNITIES FOR YOUNG PEOPLE TO INCREASE THEIR ACADEMIC SKILLS, ACQUIRE NEW SKILLS, ENGAGE IN CREATIVE LEARNING, SHARE THEIR TALENTS AND LEAVE A POSITIVE MARK IN THEIR COMMUNITIES. WE COLLABORATE WITH FELLOW COMMUNITY-BASED ORGANIZATIONS AND SCHOOLS TO PROVIDE HIGH-QUALITY AFTER-SCHOOL EXPERIENCES FOR YOUTH THROUGHOUT THE BAY AREA. OUR TARGET POPULATION IS LOW-INCOME AND ACADEMICALLY AT-RISK STUDENTS.

4b (Code:) (Expenses $ 8,046,352. including grants of $) (Revenue $ 3,372,714.)
BEHAVIORAL HEALTH PROGRAMS:

EDUCATION, COUNSELING, CRISIS INTERVENTION TREATMENT AND REFERRAL SERVICES ARE PROVIDED TO ADULTS AND YOUTH HAVING A BROAD SPECTRUM OF NEEDS, INCLUDING THE NEED FOR BASIC INFORMATION TO TREATMENT FOR CHRONIC ALCOHOLISM AND OR DRUG DEPENDENCY. TO FACILITATE ACCESS TO SERVICES, BAY AREA COMMUNITY RESOURCES (BACR) ALSO PROVIDES SERVICES IN VARIOUS SETTINGS: SCHOOLS, COUNTY PUBLIC ASSISTANCE OFFICES, COMMUNITY MEDICAL CLINICS, JAIL AND FREESTANDING RECOVERY CENTERS. TARGETED POPULATIONS INCLUDE: STUDENTS IN ALTERNATIVE EDUCATION, DRINKING DRIVERS, PREGNANT AND PARENTING WOMEN IN MARIN COUNTY, AND PERSONS INVOLED WITH THE CRIMINAL JUSTICE SYSTEM.

4c (Code:) (Expenses $ 4,507,710. including grants of $) (Revenue $ 59,202.)
NATIONAL SERVICES PROGRAMS:

BACR MANAGES REGIONAL AMERICORPS PROGRAMS IN 6 SAN FRANCISCO BAY AREA COUNTIES. THE BACR NATIONAL SERVICE PROGRAMS USE AN INTERMEDIARY MODEL - PLACING AMERICORPS AND VISTA MEMBERS WITH 70 PARTNERS INCLUDING GRASS ROOTS NON-PROFITS, SCHOOL BASED PROGRAMS, FAITH BASED ORGANIZATIONS AND MUNICIPALITIES. WHILE THESE HOST ORGANIZATIONS DO NOT HAVE THE CAPACITY TO OPERATE AN AMERICORPS PROGRAM ON THEIR OWN, THEY DO HAVE LONG-STANDING CONNECTIONS AND COMMITMENT TO THEIR NEIGHBORHOODS AND THEREFORE ARE WELL-POSITIONED TO USE AMERICORPS AND VISTA MEMBERS IN A WAY THAT MEETS COMMUNITY NEEDS.

4d Other program services (Describe on Schedule O.)
(Expenses $ 6,251,252. including grants of $) (Revenue $)

4e Total program service expenses ▶ 41,076,607.

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)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		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? *If "Yes," complete Schedule C, Part II*	4		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 Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		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? *If "Yes," complete Schedule D, Part I*	6		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? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		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? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		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? *If "Yes," complete Schedule D, Part VI*	11a	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? *If "Yes," complete Schedule D, Part VII*	11b		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? *If "Yes," complete Schedule D, Part VIII*	11c		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? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	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)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		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? *If "Yes," complete Schedule F, Parts I and IV*	14b		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? *If "Yes," complete Schedule F, Parts II and IV*	15		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? *If "Yes," complete Schedule F, Parts III and IV*	16		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? *If "Yes," complete Schedule G, Part I*	17		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? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
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? *If "Yes," complete Schedule I, Parts I and II*	21	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? *If "Yes," complete Schedule I, Parts I and III*	22	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? *If "Yes," complete Schedule J*	23	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? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		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? *If "Yes," complete Schedule L, Part I*	25a		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? *If "Yes," complete Schedule L, Part I*	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? *If "Yes," complete Schedule L, Part II*	26		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? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see 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? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	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? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	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)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	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? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	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	204		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			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 2001			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		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*	3b		
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)?	4a		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?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
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?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
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?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		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?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
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?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
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?	12a		
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?	13a		
	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?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
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 instructions and file Form 4720, Schedule N.	15		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.	16		X

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 X

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	1a	9		
	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.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	9		
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?	2			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?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			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?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		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*	9			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?	10a		X
b	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?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in 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*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	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?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in 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?	16a		X
b	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?	16b		

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 ▶

CATHLEEN CAMPBELL - (415) 755-2324

171 CARLOS DRIVE, SAN RAFAEL, CA 94903

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

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

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) LISSA FRANKLIN	0.50									
PRESIDENT		X		X				0.	0.	0.
(2) ROBERT DAVISSON	0.50									
SECRETARY		X		X				0.	0.	0.
(3) BRYAN BRECKENRIDGE	0.50									
DIRECTOR		X						0.	0.	0.
(4) MONICA VAUGHAN	0.50									
DIRECTOR		X						0.	0.	0.
(5) NANCY MCEVERS ANDERSON	0.50									
DIRECTOR		X						0.	0.	0.
(6) BUD TRAVERS	0.50									
DIRECTOR		X						0.	0.	0.
(7) ROB NESS	0.50									
DIRECTOR		X						0.	0.	0.
(8) SINCLAIR WU	0.50									
DIRECTOR		X						0.	0.	0.
(9) MOSES OMOLADE	0.50									
DIRECTOR		X						0.	0.	0.
(10) MARTIN WEINSTEIN	40.00									
CEO				X				265,050.	0.	4,417.
(11) MARY JO WILLIAMS	40.00									
COO				X				203,195.	0.	2,650.
(12) CATHLEEN CAMPBELL	40.00									
CFO				X				200,000.	0.	4,417.
(13) DON BLASKY	40.00									
PROGRAM DIRECTOR				X				141,300.	0.	0.
(14) ANN DOMINGO	40.00									
FINANCE DIRECTOR						X		141,780.	0.	4,417.
(15) LAURA KANTOROWSKI	40.00									
PROGRAM DIRECTOR						X		126,941.	0.	4,417.
(16) STEPHANIE HOCHMAN	40.00									
PROGRAM DIRECTOR						X		118,683.	0.	4,417.
(17) SPENCER BOLLES	40.00									
IT DIRECTOR						X		122,747.	0.	4,417.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b **Subtotal** ▶								1,319,696.	0.	29,152.
c **Total from continuation sheets to Part VII, Section A** ▶								0.	0.	0.
d **Total (add lines 1b and 1c)** ▶								1,319,696.	0.	29,152.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 8

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
THINK CONNECTED 365 MAIN STREET, SAN FRANCISCO, CA 94105	IT SERVICES	149,869.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 1

Part VIII Statement of Revenue

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

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	21,057,180.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	6,298,678.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			27,355,858.		
Program Service Revenue			Business Code				
	2a	CONTRACT REVENUE	900099	18,397,033.	18,397,033.		
	b	COUNSELING FEES	900099	3,242,669.	3,242,669.		
	c	OTHER PROGRAM REVENUE	900099	43,386.	43,386.		
	d						
	e						
	f	All other program service revenue					
	g	**Total.** Add lines 2a-2f			21,683,088.		
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
			(i) Real	(ii) Personal			
	6a	Gross rents 6a	36,938.				
	b	Less: rental expenses 6b	0.				
	c	Rental income or (loss) 6c	36,938.				
	d	Net rental income or (loss)			36,938.		36,938.
			(i) Securities	(ii) Other			
	7a	Gross amount from sales of assets other than inventory 7a					
	b	Less: cost or other basis and sales expenses 7b					
	c	Gain or (loss) 7c					
	d	Net gain or (loss)					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b	Less: direct expenses 8b					
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19 9a					
	b	Less: direct expenses 9b					
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances 10a					
	b	Less: cost of goods sold 10b					
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a						
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d					
	12	**Total revenue.** See instructions			49,075,884.	21,683,088.	0.	36,938.

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	100,000.	100,000.		
2 Grants and other assistance to domestic individuals. See Part IV, line 22	8,500.	8,500.		
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	1,021,440.	216,244.	805,196.	
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	31,155,318.	28,991,367.	1,980,088.	183,863.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	4,891,270.	4,439,923.	423,398.	27,949.
11 Fees for services (nonemployees):				
a Management				
b Legal	26,535.		26,535.	
c Accounting	69,700.		69,700.	
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.)				
12 Advertising and promotion				
13 Office expenses				
14 Information technology	605,735.	202,104.	356,675.	46,956.
15 Royalties				
16 Occupancy	1,562,353.	1,204,335.	358,018.	
17 Travel				
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	59,503.		59,503.	
23 Insurance	349,037.		349,037.	
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 SUPPORT SERVICE	1,065,503.	1,005,946.	59,557.	
b SUBCONTRACTS/PROFESSION	1,043,012.	892,285.	142,244.	8,483.
c SUPPLIES AND MATERIALS	983,616.	925,113.	48,503.	10,000.
d PROFESSIONAL DEVELOPMEN	689,417.	541,558.	147,859.	
e All other expenses	2,891,186.	2,549,232.	340,649.	1,305.
25 **Total functional expenses.** Add lines 1 through 24e	46,522,125.	41,076,607.	5,166,962.	278,556.
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 ▶ ☐ 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		1	4,545,866.
	2	Savings and temporary cash investments		2	3,191,997.
	3	Pledges and grants receivable, net	205,710.	3	961,846.
	4	Accounts receivable, net	8,232,395.	4	8,267,159.
	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	298,412.	9	330,742.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 863,794.			
	b	Less: accumulated depreciation — 10b: 627,974.	286,058.	10c	235,820.
	11	Investments - publicly traded securities	52,623.	11	39,121.
	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	435,577.	15	111,163.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	9,510,775.	16	17,683,714.
Liabilities	17	Accounts payable and accrued expenses	3,940,245.	17	4,633,100.
	18	Grants payable		18	
	19	Deferred revenue	584,023.	19	747,569.
	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	1,345,083.	23	0.
	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	0.	25	6,121,364.
	26	**Total liabilities.** Add lines 17 through 25	5,869,351.	26	11,502,033.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	2,578,927.	27	2,804,799.
	28	Net assets with donor restrictions	1,062,497.	28	3,376,882.
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ 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	3,641,424.	32	6,181,681.
	33	Total liabilities and net assets/fund balances	9,510,775.	33	17,683,714.

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	49,075,884.
2	Total expenses (must equal Part IX, column (A), line 25)	2	46,522,125.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,553,759.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	3,641,424.
5	Net unrealized gains (losses) on investments	5	-13,502.
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	6,181,681.

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: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	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: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	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: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	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?	2c	X	
	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 Single Audit Act and OMB Circular A-133?	3a	X	
b	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	3b	X	

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization	Employer identification number
BAY AREA COMMUNITY RESOURCES, INC.	94-2346815

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
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	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
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.						101,408,356.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	5,192.	1,268.	28,891.	33,870.	36,938.	106,159.
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						101,514,515.

12 Gross receipts from related activities, etc. (see instructions) 12 97,093,640.

13 **First five 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 2019 (line 6, column (f) divided by line 11, column (f)) 14 99.90 %

15 Public support percentage from 2018 Schedule A, Part II, line 14 15 99.92 %

16a **33 1/3% support test - 2019.** 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 ▶ ☒

b **33 1/3% support test - 2018.** 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 ▶ ☐

17a **10% -facts-and-circumstances test - 2019.** 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 ▶ ☐

b **10% -facts-and-circumstances test - 2018.** 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 ▶ ☐

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 ▶ ☐

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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(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 in 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 five 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 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2019** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2018** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2019.** 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 - 2018.** 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 in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
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.*	1		
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).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	3a		
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.*	3b		
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.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
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.*	4b		
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.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) 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).*	5a		
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?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
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.**	6		
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 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
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.**	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined in 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.**	9c		
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 10b below.*	10a		
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.)*	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 in (b) and (c) below, the governing body of a supported organization?	11a		
b	A family member of a person described in (a) above?	11b		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's 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 directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
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.*	2		

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).*	1		

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?	1		
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).*	2		
3	By reason of the relationship described in (2), 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.*	3		

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 ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a government entity (see instructions).*

			Yes	No
2	Activities Test. **Answer (a) and (b) 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.*	2a		
b	Did the activities described in (a) 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.*	2b		
3	Parent of Supported Organizations. **Answer (a) and (b) 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? *Provide details in* **Part VI.**	3a		
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.*	3b		

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 1-1/2% 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 .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 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	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	
4	Amounts paid to acquire exempt-use assets	
5	Qualified set-aside amounts (prior IRS approval required)	
6	Other distributions (describe in **Part VI**). See instructions.	
7	**Total annual distributions.** Add lines 1 through 6.	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9	Distributable amount for 2019 from Section C, line 6	
10	Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1	Distributable amount for 2019 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2019			
a	From 2014			
b	From 2015			
c	From 2016			
d	From 2017			
e	From 2018			
f	**Total** of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2019 distributable amount			
i	Carryover from 2014 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2019 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2019 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2019, 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 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7	**Excess distributions carryover to 2020.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2015			
b	Excess from 2016			
c	Excess from 2017			
d	Excess from 2018			
e	Excess from 2019			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[ ] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[X] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1		$ 1,697,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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

2019

Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

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.

		(a) Donor advised funds	(b) Funds and other accounts
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 and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

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

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for 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.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

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:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

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		126,023.	41,027.	84,996.
d Equipment		553,837.	446,658.	107,179.
e Other		183,934.	140,289.	43,645.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				235,820.

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) PPP LOAN	6,121,364.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	6,121,364.

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 ... X

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	49,774,393.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a	1,509.		
b	Donated services and use of facilities	2b	697,000.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	698,509.
3	Subtract line **2e** from line **1**			3	49,075,884.
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	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	49,075,884.

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	47,234,136.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	697,000.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d	15,011.		
e	Add lines **2a** through **2d**			2e	712,011.
3	Subtract line **2e** from line **1**			3	46,522,125.
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	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	46,522,125.

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 WAS GRANTED TAX EXEMPT STATUS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, AND SECTION 23701(D) OF THE STATE OF CALIFORNIA REVENUE AND TAXATION CODE, AND HAS OBTAINED DETERMINATION LETTERS FROM THE INTERNAL REVENUE SERVICE AND THE CALIFORNIA FRANCHISE TAX BOARD TO THAT EFFECT. ACCORDINGLY, THE PRIMARY OPERATIONS OF THE ORGANIZATION ARE CURRENTLY CONSIDERED EXEMPT FROM FEDERAL INCOME AND STATE FRANCHISE TAXES.

THE ORGANIZATION HAS EVALUATED ITS CURRENT TAX POSITIONS AND HAS CONCLUDED THAT AS OF JUNE 30, 2020, THE ORGANIZATION DOES NOT HAVE ANY SIGNIFICANT UNCERTAIN TAX POSITIONS FOR WHICH A LIABILITY WOULD BE NECESSARY.

Part XIII Supplemental Information *(continued)*

PART XII, LINE 2D - OTHER ADJUSTMENTS:

UNREALIZED LOSS	15,011.

SCHEDULE I (Form 990)

Department of the Treasury
Internal Revenue Service

Grants and Other Assistance to Organizations, Governments, and Individuals in the United States

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

Part I General Information on Grants and Assistance

1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☒ No

2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than $5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
COMMUNITIES UNITED FOR RESTORATIVE YOUTH JUSTICE - 490 LAKE PARK AVE. #16086 - OAKLAND, CA 94610	27-5008441	501(C)(3)	10,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
CALIFORNIA DRAGON BOAT ASSOCIATION 269 BUSH STREET STE 888 SAN FRANCISCO, CA 94104	52-2153488	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
MISSION NEIGHBORHOOD CENTER 362 CAPP STREET SAN FRANCISCO, CA 94110	94-1408150	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
TEENTECHSF GLOBAL 1911 FUNSTON AVE SAN FRANCISCO, CA 94116	83-1397540	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
LYRIC 127 COLLINGWOOD STREET SAN FRANCISCO, CA 94105	94-3227296	501(C)(3)	7,500.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
SMALL SCHOOLS FOR EQUITY 15 ONONDAGA AVENUE #12217 SAN FRANCISCO, CA 94112	03-0412252	501(C)(3)	7,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ▶ 12.

3 Enter total number of other organizations listed in the line 1 table ▶ 0.

Part II **Continuation of Grants and Other Assistance to Governments and Organizations in the United States** (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
SUNSET DISTRICT COMMUNITY DEVELOPMENT - 3918 JUDAH STREET - SAN FRANCISCO, CA 94112	93-1004117	501(C)(3)	7,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
LARKIN STREET YOUTH SERVICES 134 GOLDEN GATE AVE SAN FRANCISCO, CA 94102	94-2917999	501(C)(3)	6,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
BOYS & GIRLS CLUBS OF SAN FRANCISCO - 380 FULTON STREET - SAN FRANCISCO, CA 94102	94-1156608	501(C)(3)	6,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
COLEMAN ADVOCATES FOR CHILDREN & YOUTH - 459 VIENNA STREET - SAN FRANCISCO, CA 94112	94-2258612	501(C)(3)	5,500.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
MISSION GRADUATES 3040 16TH STREET SAN FRANCISCO, CA 94103	23-7172909	501(C)(3)	5,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
NIHONMACHI LEGAL OUTREACH 1121 MISSION STREET SAN FRANCISCO, CA 94103	94-2583284	501(C)(3)	5,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO

Part III **Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of noncash assistance
SCHOLARSHIPS	7	8,500.	0.		

Part IV **Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 23.**

▶ **Attach to Form 990.**

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

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☒ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in, or receive payment from, an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) MARTIN WEINSTEIN	(i)	265,050.	0.	0.	0.	4,417.	269,467.	0.
CEO	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) MARY JO WILLIAMS	(i)	203,195.	0.	0.	0.	2,650.	205,845.	0.
COO	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) CATHLEEN CAMPBELL	(i)	200,000.	0.	0.	0.	4,417.	204,417.	0.
CFO	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 3:

COMPARABLE INDUSTRY AND REGIONAL DATA IS USED TO DETERMINE COMPENSATION. IN ADDITION, COMPENSATION IS REVIEWED ANNUALLY BY THE BOARD OF DIRECTORS.

SCHEDULE O
(Form 990 or 990-EZ)
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 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2019
Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

FORM 990, PART VI, SECTION B, LINE 11B:

COPIES OF FORM 990 ARE PROVIDED TO ALL OF BACR OFFICERS AND DIRECTORS BEFORE FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE POLICY IS REVIEWED WITH THE BOARD MEMBERS ANNUALLY. BOARD MEMBERS ARE ASKED AND REQUIRED TO DISCLOSE ANY CONFLICTS OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE ORGANIZATION PROVIDES INFORMATION ON ITS WEBSITE ON HOW TO REQUEST FINANCIAL STATEMENTS, POLICIES AND BOARD OF DIRECTOR MEETINGS, WHICH ARE ALL OPEN TO THE PUBLIC.

FORM 990, PART VI, SECTION C, LINE 19:

ON ITS OWN WEBSITE, THE ORGANIZATION PROVIDES INFORMATION ON HOW TO REQUEST FINANCIAL STATEMENTS, POLICIES AND BOARD OF DIRECTOR MEETINGS THAT ARE OPEN TO THE PUBLIC.

FORM 990, PART XII, LINE 2C:

THE PROCESS HAS NOT CHANGED SINCE PRIOR YEAR.

Bay Area Community Resources
FY20-21 Budget

		TOTAL
Revenue		
Government Revenue	$	21,119,474
Schools Revenue		17,240,058
Foundation & Corp		4,008,162
Fee for Service		1,530,440
Individual Giving		128,760
Other Revenue		499,517
Total Revenue	$	44,526,411
Expenses		
Salaries	$	30,309,736
Payroll Tax & FB		6,339,407
Prof Fees/ Subcontracts		3,456,086
Facilities Cost		1,006,975
Operating Expenses		3,414,207
Total Expenses	$	44,526,411
Surplus <deficit>	$	0

Program Howard Elementary

Agency Bay Area Community Resources

End of Year Program Profile FY2019-2020

Strategy: Comprehensive Afterschool Programs
Annual Grant Funding: $85,000

Bay Area Community Resources is partnering with OUSD and Howard Elementary School to provide comprehensive, site-based afterschool program (ASP) services to 100 students, primarily low-income students of color. The ASP will operate every school day for an average of 16.25 hours per week, 36 weeks per year. The Howard ASP will create a safe space for students to build social-emotional and academic skills; explore their own and others' cultures; enrich students' experience of science and the arts, increase school connectedness; and strengthen students' relationships with adults and peers.

Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Comprehensive Afterschool Programs strategy.

Because of the shelter-in-place order enacted in March 2020, the "progress toward projeced enrollment and attendance" indicators consider attendance from 7/1/2019 through 3/31/2020 only. For the "Total Hours of Service" and "Average Hours of Service" measures, programs were assessed on their progress toward their projections through the end of the third quarter (March 31, 2020). However, **programs did not have the full year to enroll the number of youth they projected serving,** which is an annual target.

Program Achievements: How much did we do?

Total Youth Served: **98**

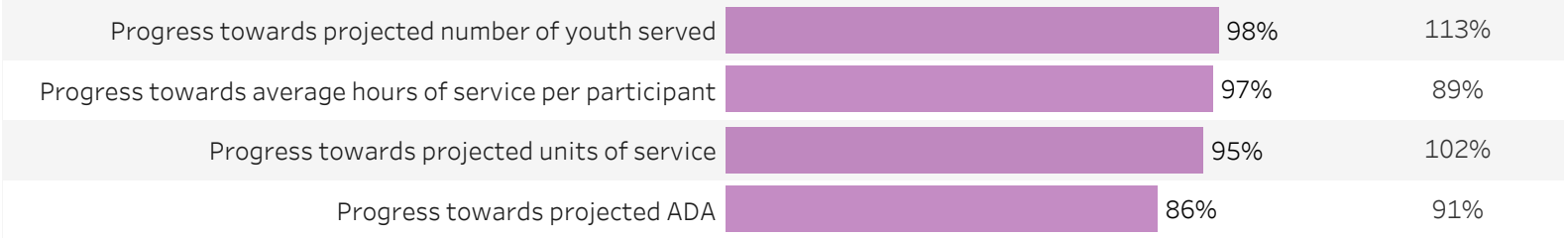
Average Daily Attendance (through 3/31/2020): **73**

Total Hours of Service Provided: **44,923**

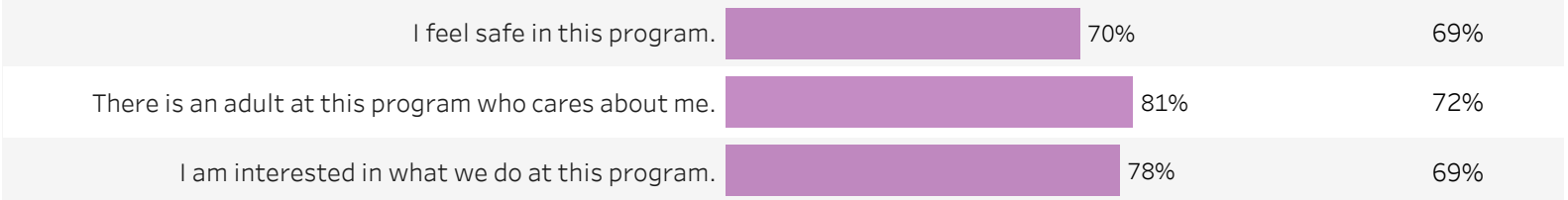
Average Hours of Attendance per Participant: **458**

Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance (through 3/31/2020)



Youth Perceptions of Program Quality: Percent of Youth in Agreement

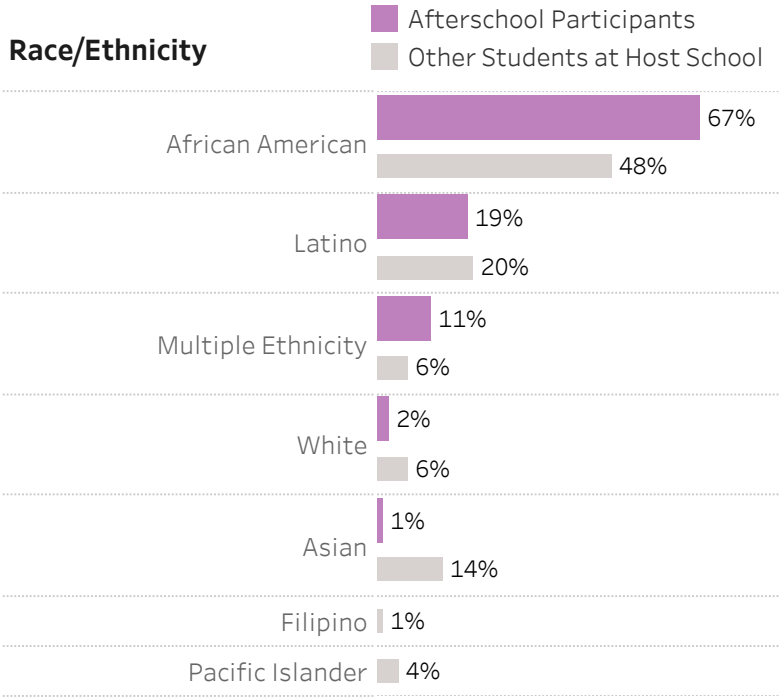


Participant Outcomes: Is anyone better off?

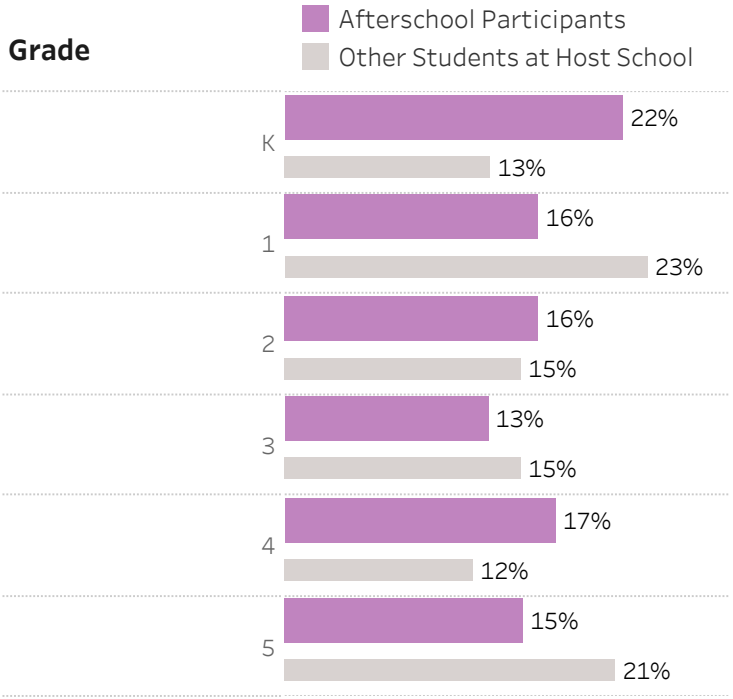
Percent of Youth in Agreement

Youth Demographics Total Enrollment through 3/31/2020: 98

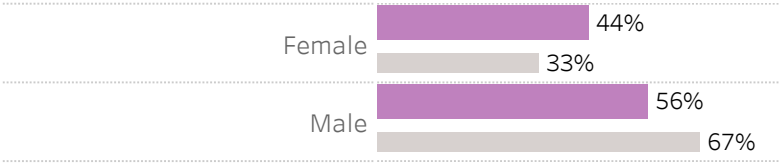
Race/Ethnicity



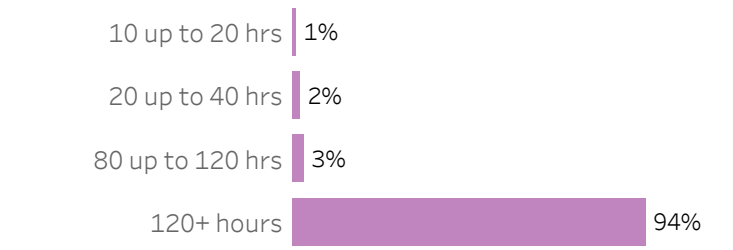
Grade



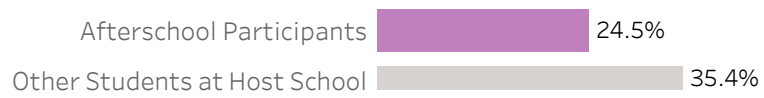
Gender



Hours of Program Attendance

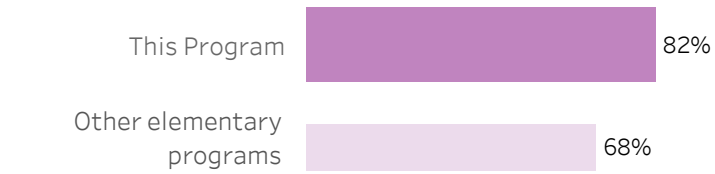


% of Students Who Are Chronically Absent

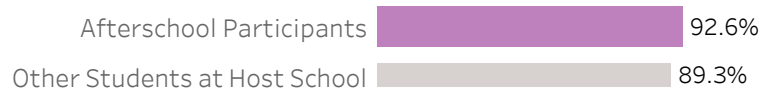


Average Program Attendance Rate

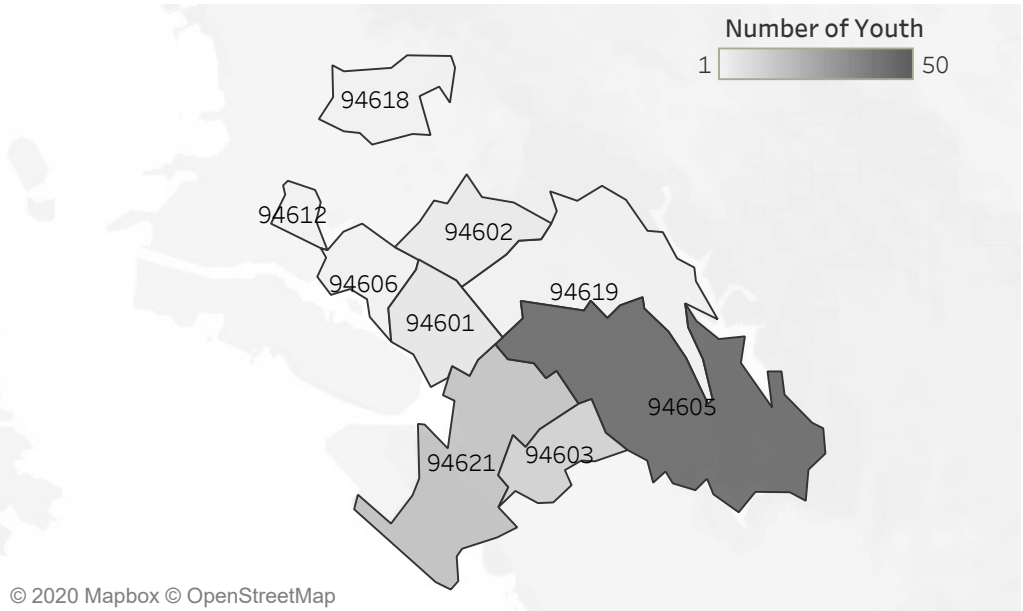
(days attended/days enrolled)

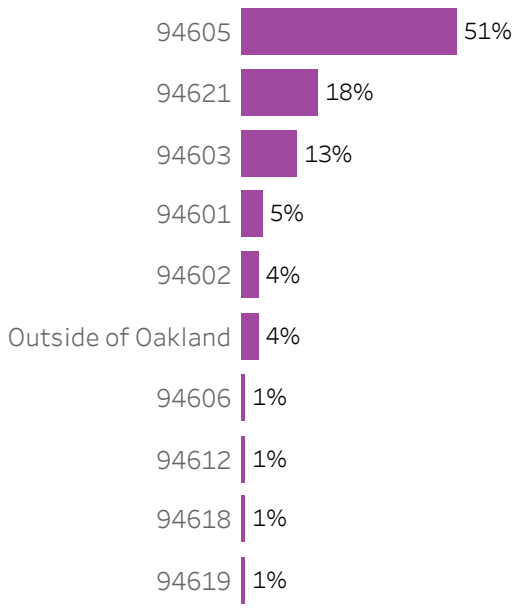


School-Day Attendance Rate



Distribution of Participants by Zip Code

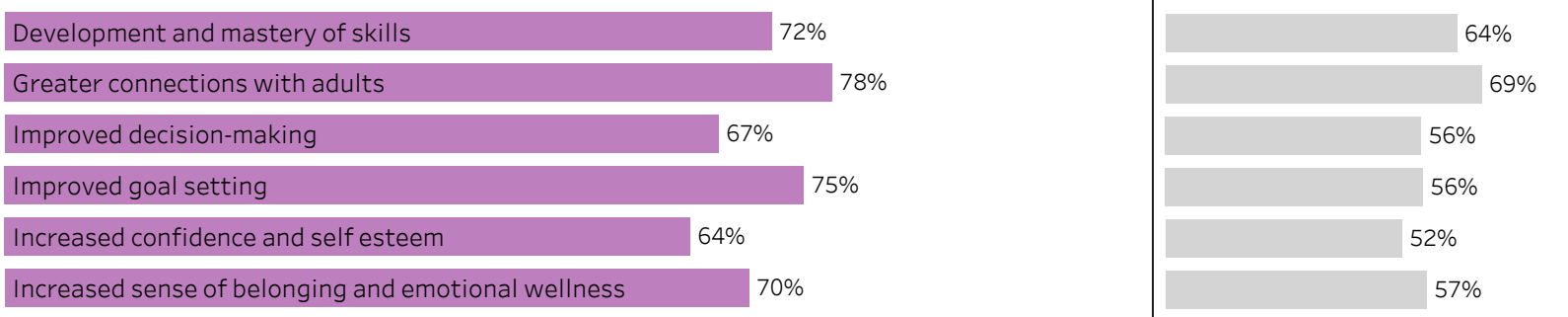




Youth Survey Results (Number of surveys collected: 44)

General Youth Development Outcomes

Outcome scores represent the average number of questions mapped to each outcome that youth agreed or strongly agreed with. The strategy-level scores reflects all youth who completed surveys at 6 elementary afterschool programs (170).

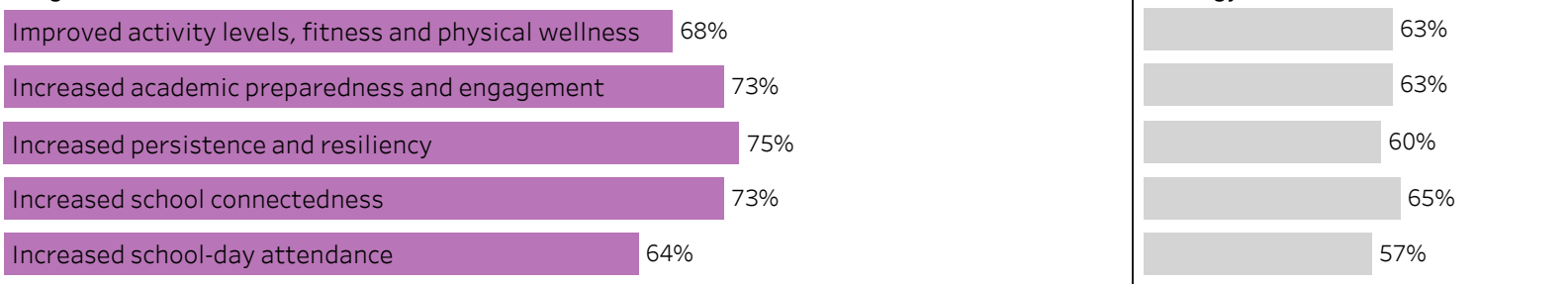


		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Development and mastery of skills	At this program, I get the opportunity to talk about what I have learned.	5%	5%	21%	41%	28%	9%	9%	27%	34%	22%
	In this program, I learned new information about a topic that interests me.	12%	7%	14%	37%	30%	12%	8%	17%	39%	25%
	In this program, I try new things.	0%	10%	13%	45%	33%	6%	7%	16%	39%	32%
Greater connections with adults	The adults in this program tell me what I am doing well.	3%	5%	10%	36%	46%	11%	5%	14%	32%	38%
	There is an adult at this program who cares about me.	10%	0%	10%	19%	62%	8%	4%	16%	25%	48%
	There is an adult in this program who notices when I am upset about something.	7%	5%	14%	35%	40%	9%	7%	19%	29%	36%
Improved decision-making	Since coming to this program, I am better at saying 'no' to things I know are wrong.	5%	2%	20%	39%	34%	8%	6%	24%	36%	26%
	Since coming to this program, I am better at staying out of situations that make me feel uncomfortable.	0%	9%	26%	35%	30%	7%	8%	33%	29%	22%
Improved goal setting	In this program, I learned how to set goals and meet them.	0%	10%	19%	38%	33%	7%	10%	25%	35%	23%
	This program helps me to think about the future.	0%	2%	21%	47%	30%	8%	7%	30%	39%	15%
Increased confidence and self esteem	Since coming to this program, I feel I can make more of a difference.	9%	7%	16%	35%	33%	9%	8%	28%	31%	24%
	Since coming to this program, I feel I have more control over things that happen to me.	9%	7%	23%	30%	30%	9%	9%	30%	30%	22%
	Since coming to this program, I feel more comfortable sharing my opinion.	12%	12%	7%	24%	45%	15%	13%	21%	24%	26%
Increased sense of belonging and emotional wellness	I feel like I belong at this program.	12%	0%	14%	33%	42%	11%	6%	23%	29%	31%
	I feel supported and respected at this program.	10%	7%	10%	49%	24%	11%	8%	20%	37%	24%
	This program helps me to get along with other people my age.	14%	7%	12%	30%	37%	10%	9%	20%	27%	34%
	This program helps me to talk about my feelings.	24%	0%	13%	32%	32%	16%	12%	24%	27%	21%
	This program is a place where people care about each other.	5%	14%	14%	24%	43%	13%	10%	21%	27%	29%

Youth Survey Results (Number of surveys collected: 44)

Comprehensive Afterschool Programs Strategy Outcomes

Outcome scores represent the average number of questions mapped to each outcome that youth agreed or strongly agreed with. The strategy-level scores reflects all youth who completed surveys at 6 elementary afterschool programs (170).



		Program Scores					Strategy-Level Scores				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Improved activity levels, fitness and overall physical wellness	This program helps me be more active.	13%	3%	8%	36%	41%	10%	2%	16%	32%	40%
	This program helps me to learn how to be healthy.	13%	10%	18%	26%	33%	14%	10%	22%	29%	24%
Increased academic preparedness and engagement	Because of this program, I participate in more class discussions and activities at school.	5%	5%	15%	31%	44%	11%	7%	22%	25%	35%
	I learned how to do things in this program that help with my school work.	5%	5%	11%	39%	39%	9%	6%	19%	33%	32%
	This program helps me feel more confident about going to college.	5%	3%	24%	35%	32%	10%	5%	24%	27%	34%
	This program helps me feel more motivated to learn in school.	3%	3%	23%	28%	44%	10%	5%	21%	35%	29%
Increased persistence and resiliency	Because of this program, I am better able to handle problems and challenges when they arise.	3%	5%	26%	32%	34%	11%	12%	28%	28%	22%
	In this program, I have a chance to learn from my mistakes.	5%	0%	16%	33%	47%	8%	4%	21%	27%	40%
	Since coming to this program, I am better at something that I used to think was hard.	7%	0%	17%	33%	43%	9%	6%	22%	31%	31%
Increased school connectedness	This program helps me feel happy to be at this school.	11%	3%	11%	26%	50%	11%	7%	15%	27%	40%
	This program helps me to feel like a part of my school.	10%	3%	18%	26%	44%	12%	4%	21%	30%	33%
Increased school-day attendance	Because of this program, I attend school more regularly.	11%	5%	22%	38%	24%	12%	8%	23%	32%	25%
	This program increased my desire to stay in school.	6%	17%	11%	33%	33%	9%	9%	23%	25%	34%

Bay Area Community Resources Organizational Chart

EXECUTIVE TEAM

Martin Weinstein
CEO

Cathleen Campbell
CFO

Mary Jo Williams
COO

Don Blasky
CPO

Rose Greenberg
Executive Assistant

ADMINISTRATIVE TEAM

David Wight
Development Director

Ann Domingo
Financial Director

Brenda Cain
Human Resources Director

Spencer Bolles
Information Technology Director

AFTER SCHOOL

Marisa Ramirez
East Bay Program Director

Mariana Quintanilla
Marin Program Director

Don Blasky
San Francisco Program Director

BEHAVIORAL HEALTH

Stephanie Hochman
East Bay Mental Health Program Director

Carin Grove
Marin Counseling Program Manager

Laura Kantorowski
Substance Use Program Director

Ali Wohlgemuth
Engaging Communities in Policy and Advocacy Program Director

HEALTHY COMMUNITIES

Matt Pemberton
Beacon Program Director

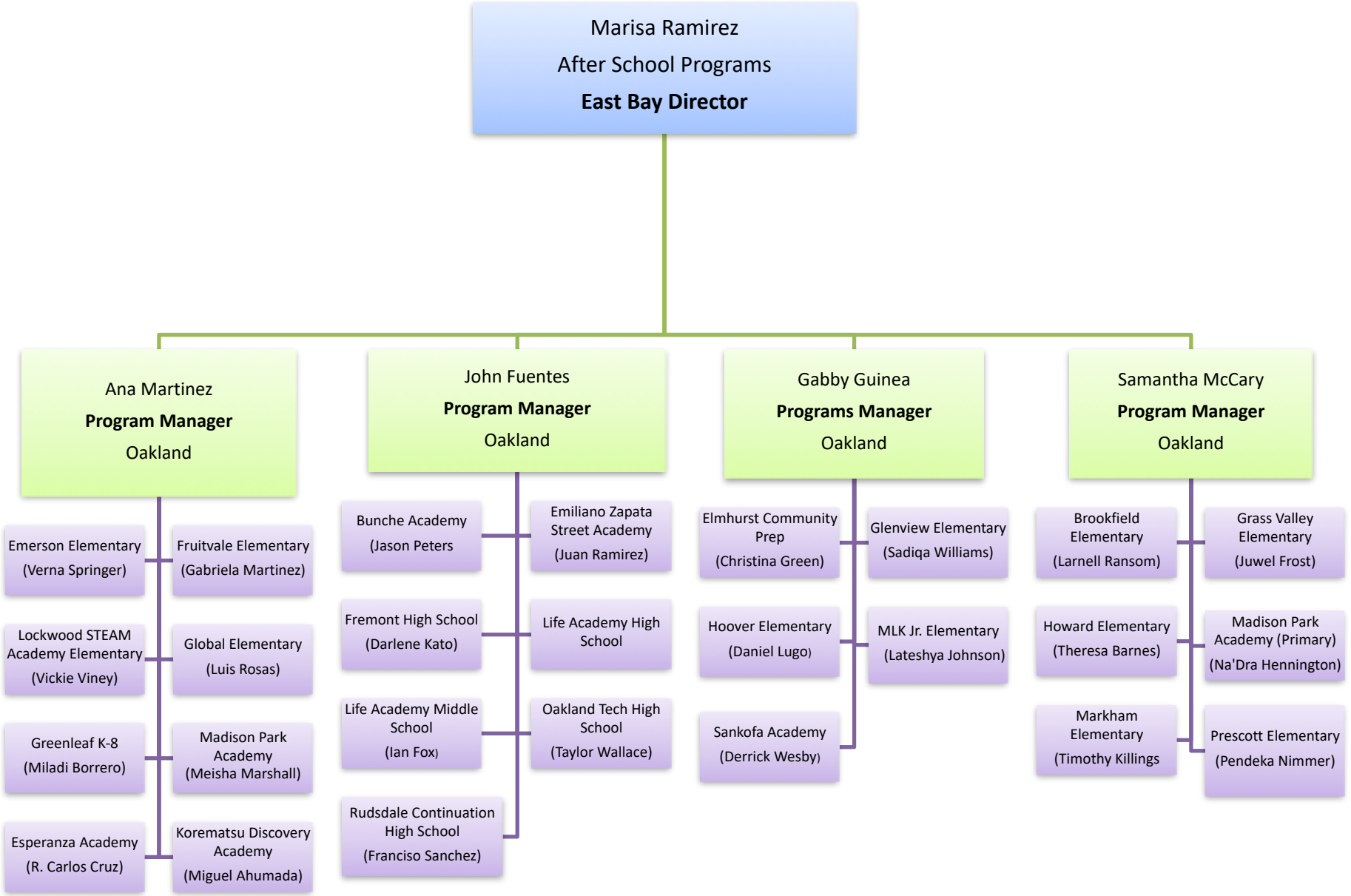
Stephanie Hochman
East Bay Full Service Communities Schools Program Director

NATIONAL SERVICE

Adolfo Rivera
Program Director

WORKFORCE

Ruth Barajas
Program Director


Marisa Ramirez
After School Programs
East Bay Director
Ana Martinez
Program Manager
Oakland
John Fuentes
Program Manager
Oakland
Gabby Guinea
Programs Manager
Oakland
Samantha McCary
Program Manager
Oakland
Emerson Elementary (Verna Springer)
Fruitvale Elementary (Gabriela Martinez)
Lockwood STEAM Academy Elementary (Vickie Viney)
Global Elementary (Luis Rosas)
Greenleaf K-8 (Miladi Borrero)
Madison Park Academy (Meisha Marshall)
Esperanza Academy (R. Carlos Cruz)
Korematsu Discovery Academy (Miguel Ahumada)
Bunche Academy (Jason Peters
Emiliano Zapata Street Academy (Juan Ramirez)
Fremont High School (Darlene Kato)
Life Academy High School
Life Academy Middle School (Ian Fox)
Oakland Tech High School (Taylor Wallace)
Rudsdale Continuation High School (Franciso Sanchez)
Elmhurst Community Prep (Christina Green)
Glenview Elementary (Sadiqa Williams)
Hoover Elementary (Daniel Lugo)
MLK Jr. Elementary (Lateshya Johnson)
Sankofa Academy (Derrick Wesby)
Brookfield Elementary (Larnell Ransom)
Grass Valley Elementary (Juwel Frost)
Howard Elementary (Theresa Barnes)
Madison Park Academy (Primary) (Na'Dra Hennington)
Markham Elementary (Timothy Killings
Prescott Elementary (Pendeka Nimmer)

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077967774
May 17, 2019 LTR 4168C 0
94-2346815 000000 00
00042125
BODC: TE

BAY AREA COMMUNITY RESOURCES
171 CARLOS DR
SAN RAFAEL CA 94903-2005

035528

Employer ID number: 94-2346815
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Feb. 13, 2019, about your tax-exempt status.

We issued you a determination letter in December 1980, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

CITY NATIONAL BANK
AN RBC COMPANY

Account # [redacted]

This statement: May 28, 2021
Last statement: April 30, 2021

Contact us:
800 773-7100

San Francisco Main Office
150 California ST
San Francisco CA 94111

cnb.com

432 OB3ON
BAY AREA COMMUNITY RESOURCES, INC
[redacted]
171 CARLOS DR
SAN RAFAEL CA 94903-2005

Analyzed Business Checking

Account Summary	
Account number	[redacted]
Minimum balance	$3,191,997.18
Average balance	$3,191,997.18
Avg. collected balance	$3,191,997.00

Account Activity		
Beginning balance (4/30/2021)		$3,191,997.
Credits	+ $0.00	
Debits	- $0.00	
Ending balance (5/28/2021)		$3,191,997.

**** No activity this statement period ****

Thank you for banking with San Francisco Main Office

Bay Area Community Resources

EAST BAY AFTER SCHOOL PROGRAMS

Bay Area Community Resources (BACR) is looking for energetic, highly motivated individuals to become an After School Program Coordinator to oversee a comprehensive school-based after school program. The program must include three primary components: Academics, Enrichment and Nutrition (provided by the school district). Programs operate during and after school hours virtually and in-person, five days a week. The position is up to 8 hours a day and 40 hours per week. This is a supervisory position overseeing 4-5 staff part-time staff members.

Position Title: OUSD After School Program Coordinator
Reports To: BACR Program Manager
Classification: Non-Exempt / 32-40 hours a week depending on location
Compensation: $3,900 - $4,500 per month, depending on location.

Qualifications:

- Bachelor's degree or 2 years college (minimal 48 college units) with 2 years related experience
- Ability to work effectively with diverse district/school staff, students, parents, and community members
- Must have a working ability with computers (composing email, scanning, Microsoft office), Zoom and GSuite (GMail, Google Drive, Google Classroom, and Google Meets).
- Must possess classroom and behavioral management skills for groups of up to 15 students via distance learning platforms
- Must possess a strong interest and willingness in supporting students' learning using online platforms.
- Must be able to adapt to change and learn new skills
- Must be confident speaking in public settings
- Experience working in youth programs
- Experience working in a school and/or non-profit setting
- Able to implement and supervise a positive and safe learning environment incorporating academics, enrichment and physical activities
- Experience hiring, supervising, and evaluating staff
- Comfortable managing and evaluating staff virtually
- Ability to maintain confidentiality and demonstrate a high degree of integrity.
- Must pass a criminal background check and TB test clearance

Duties and Responsibilities

Collaborative Duties:

- Develop and maintain a high level of communication and positive and professional relationships with all stakeholders
- Work closely in collaboration with the school principal, district partners, and city partners
- Provide program orientation, encourage involvement, and maintain monthly contact with families and the school community
- Lead a team of after-school program staff to ensure a positive learning environment and program best practices

- Work with the BACR Manager, District Partners, Principal and Teachers to craft programs that support the school site's goals for student development and academic achievement. Align these activities with the regular school day
- Acquire and leverage in-kind resources

Program Implementation and Quality Assurance:

- Manage day-to-day operations of the program to ensure compliance
- Ensure the safety and supervision of children at all times including promoting a safe and positive cyber environment following BACR's distance learning guidelines for students/participants
- Create an inclusive environment for students and deliver anti-bias and culturally relevant project based learning and activities
- Staff recruitment, coaching, performance management, and termination
- Design and implement a meaningful virtual program that meets the needs of program participants
- Develop and maintain a schedule of standards aligned with academic, physical and enrichment activities
- Gather data, conduct observations, and use assessment and feedback for ongoing program improvement
- Effectively manage student recruitment, enrollment, scheduling and registration procedures to meet program attendance goals

Administrative and Fiscal Management:

- Ensure all records are complete, organized, and on file for 5 years
- Monitor and approve staff electronic timesheets and contractor invoices
- Create and deliver distance learning programs through the use of technology (Zoom, G Suite, Microsoft Office)
- Help design and implement a sustainability plan for the After School Program
- Submit all required documentation and reports to BACR and the district on a timely basis
- Participate in all meetings, workshops, and activities organized by BACR and district agencies
- Other duties as assigned.

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings
- Ability to purchase, manage, and track inventory of supplies and equipment
- Ability to work with Microsoft Office and Web based programs
- Must be punctual and reliable
- Ability to multi-task and successfully handle competing deadlines
- Ability to work with minimal supervision
- Must have excellent written and oral communication skills

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizational Values and Best Practices.
- Ability to maintain goals and priorities in dealing with varying challenges
- Ability to be flexible in working with people and organizations of different viewpoints
- Creativity, enthusiasm and a dedication to youth development

Applicants **must** meet the above requirements to be considered for any ASP BACR position. If selected to be interviewed, you **must** bring the following items to your interview:

- Proof of TB test Clearance
- Proof of a) Associate Degree or higher, or (b) 48 or more college units, or (c) pass Instructional Aide exam
- A completed BACR Application Form
- Resume

BACR is an equal opportunity employer. We celebrate, support, and thrive on diversity and are committed to creating an inclusive environment for all employees. Visit our website at www.bacr.org.

How to Apply: Send Resume & Cover Letter to resumes@bacr.org with Subject Heading “After School Site Coordinator”

Bay Area Community Resources

EAST BAY AFTER SCHOOL PROGRAMS

Bay Area Community Resources (BACR) is looking for an energetic, highly motivated individual to work in our after school program:

Position Title:	After School Program Instructor
Reports To:	BACR Program Coordinator
Commitment:	Mid-August (2021) to mid-June (2022) Full Academic School Year
Work Days/Hours:	Typical Program Hours: Monday – Friday 2:00pm to 6:00pm
Compensation:	$16 - $19 per hour, depending on school site location.

Positions Available:

We are currently seeking committed and passionate Program Instructors to lead academic, physical, and enrichment activities as part of our East Bay After School Programs. Program Instructors must be able to work with up to 20 youths during after school hours Monday through Friday.

Qualifications:

- Must have an Associate Degree or higher, or 48 or more college units, or pass the Instructional Aide exam
- Must pass a criminal background check and TB test clearance
- Must be punctual and reliable
- Must be able to work every day during after school hours and commit to a full academic school year required for the position
- Must have experience working with youth
- Must have a general knowledge base of core elementary and middle school subjects
- Must possess strong classroom and behavioral management skills
- Must be able to work independently and as part of a team
- Must be able to communicate openly in a professional manner with students, parents, community partners, and after-school and school day-staff
- Must maintain confidentiality and demonstrate a high degree of integrity

Job Duties:

- Provide homework and academic support for program participants
- Facilitate and plan academic skill-building activities based on students' skill level and state educational standards
- Give and clearly explain instructions for the assignments given
- Write lesson plans, use learning targets and instructional strategies
- Create, plan, and facilitate engaging enrichment and physical activities for students
- Support students in developing the skills they need to be successful in school and life
- Promote a safe and positive classroom environment
- Actively supervise and ensure student safety at all times
- Model positive and proactive attitudes, behaviors, and language
- Communicate regularly with the coordinator to ensure consistency
- Ensure that all school space and equipment is left clean and orderly
- Maintain appropriate, professional and kid-friendly speech, behavior and attire all times
- Maintain accurate attendance records and reporting procedures
- Meet deadlines with consistency
- Attend and participate in all staff meetings and trainings

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings and must have a clean driving record and insurance if using personal vehicle
- Ability to work with Excel/Microsoft Office and Web based programs
- Ability to perform basic administrative tasks and keep detailed records

- Ability to be punctual and reliable
- Ability to commit to a full Academic Year

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizational Values and Best Practices
- An ability to maintain goals and priorities when dealing with varying challenges
- Able to be flexible in working with people and groups of differing viewpoints
- A strong dedication to youth development
- A sense of creativity and enthusiasm

Applicants **must** meet the above requirements to be considered for any After School Program BACR position. If selected to be interviewed, you **must** bring the following items to your interview:

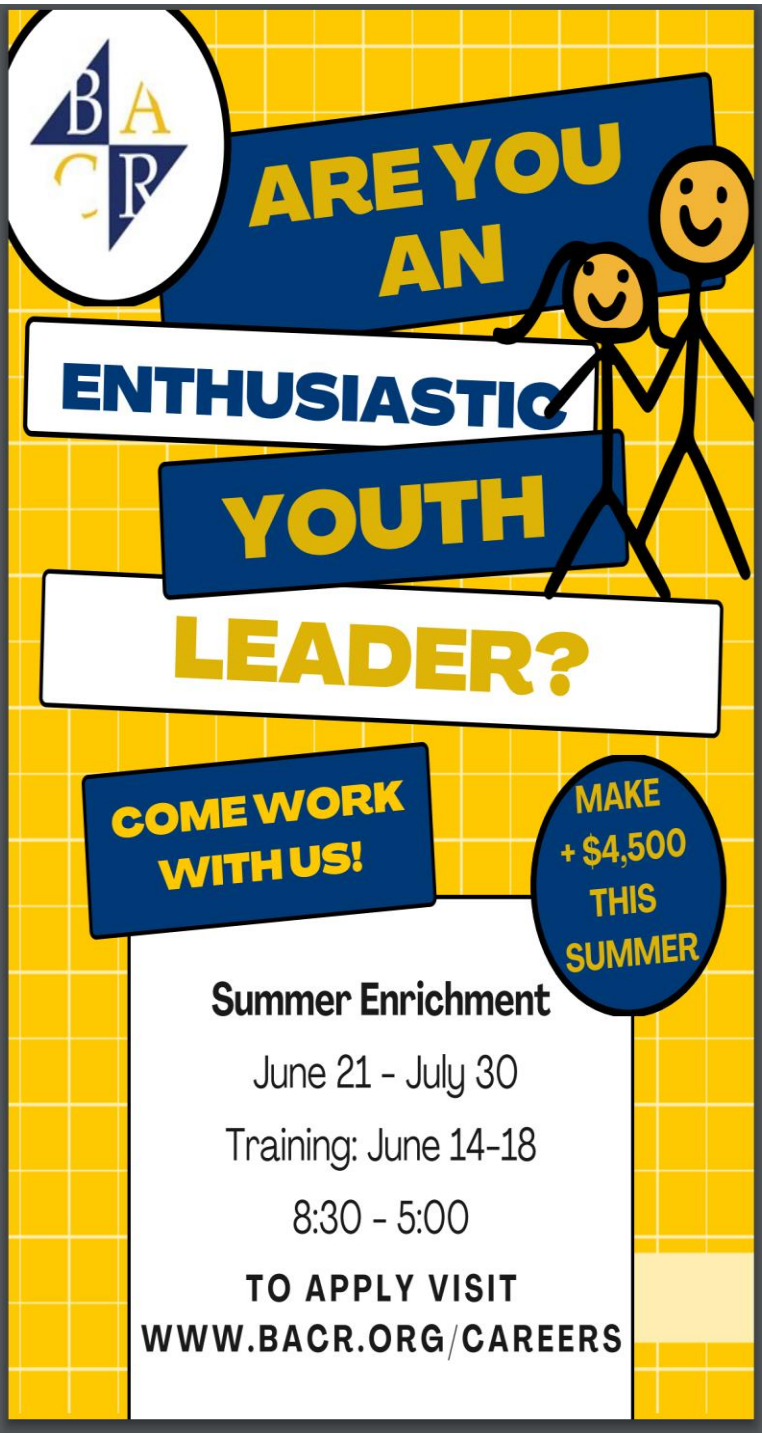
- Proof of TB test Clearance
- Proof of an Associate Degree or higher, or 48 or more college units, or pass the Instructional Aide exam
- A completed BACR Application Form
- Resume

Bay Area Community Resources (BACR) promotes the healthy development of individuals, families and communities through direct services, volunteerism and partnerships in the San Francisco Bay Area.

BACR is an equal opportunity employer and encourages diversity. Visit our website at www.bacr.org.

How to Apply: Please send an email with your resume in .pdf or .doc formats to resume@bacr.org

NO PHONE CALLS, PLEASE!


ARE YOU AN
ENTHUSIASTIC
YOUTH
LEADER?
COME WORK WITH US!
MAKE + $4,500 THIS SUMMER
Summer Enrichment
June 21 - July 30
Training: June 14-18
8:30 - 5:00
TO APPLY VISIT
WWW.BACR.ORG/CAREERS

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077967774
May 17, 2019 LTR 4168C 0
94-2346815 000000 00
00042125
BODC: TE

BAY AREA COMMUNITY RESOURCES
171 CARLOS DR
SAN RAFAEL CA 94903-2005

035528

Employer ID number: 94-2346815
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Feb. 13, 2019, about your tax-exempt status.

We issued you a determination letter in December 1980, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

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- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

California Secretary of State
Electronic Filing

FILED
Secretary of State
State of California

Corporation - Statement of Information

Entity Name:	BAY AREA COMMUNITY RESOURCES, INC.
Entity (File) Number:	C0770169
File Date:	03/11/2020
Entity Type:	Corporation
Jurisdiction:	CALIFORNIA
Document ID:	GE01895

Detailed Filing Information

1. Entity Name:
   BAY AREA COMMUNITY RESOURCES, INC.

2. Business Addresses:
   a. Street Address of Principal Office in California:
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

   b. Mailing Address:
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

3. Officers:
   a. Chief Executive Officer:
   Martin Weinstein
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

   b. Secretary:
   Robert Davisson
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

Document ID: GE01895

California Secretary of State
Electronic Filing

Officers (Cont'd):

c. Chief Financial Officer:

Cathleen Campbell
171 Carlos Dr.
San Rafael, California 94903
United States of America

4. Agent for Service of Process:

Martin Weinstein
171 Carlos Dr
San Rafael, California 94903
United States of America

By signing this document, I certify that the information is true and correct and that I am authorized by California law to sign.

Electronic Signature: Cathleen Campbell

Use bizfile.sos.ca.gov for online filings, searches, business records, and resources.

Document Number: GE01895

Bay Area Community Resources **BOARD MEMBER ROSTER – 2021**

Name (term)	Address	Occupation/Affiliation
BRYAN BRECKENRIDGE 2008-2020	1884 Centro West St. Tiburon, CA 94920	Director, Non-Profits/box.org
LISSA FRANKLIN, *President* 2002 - 2020	1884 San Antonio Avenue Berkeley, CA 94707	VP Marketing and Business Development, BestMile
MONICA VAUGHAN 2006 – 2020	5277 Belvedere St. Oakland, CA 94601	Chief of Schools-Student Programs and Services, Alameda Co. Office of Education
NANCY MCEVERS ANDERSON 2007 - 2020	476 15th Avenue San Francisco, CA 94118	Architect, IA Architects (retired)
BUD TRAVERS 2012- 2020	72 Gravatt Dr. Berkeley, CA 94705	Administrator, UC Berkeley (retired)
ROB NESS 2005 – 2020	416 Evarts St NE Apt 4 Washington DC 20017	Strategic Advisor, Apply.co
ROBERT DAVISSON, *VICE PRESIDENT* 1993 – 2020	7 Brookmead Place San Anselmo, CA 94960	Banking (retired)
SINCLAIR WU 2018 -2019		Co-Founder, SquadGoals, San Francisco
MOSES OMOLADE 2018-2020	3025 Ellis St. Berkeley, CA 94703	Community Schools Manager, Oakland Unified School District

BACR Board of Directors

Zoom Meeting

Meeting Minutes - Jan 19, 2021 6:30 PM

Attendance	Present: Breckenridge, Davisson, Franklin, McEvers Anderson, Ness, Travers, Vaughan, Wu Absent: Omolade Staff: Bolles, Greenberg, Weinstein, Williams
Call to Order	The regular meeting was called to order at 6:35pm.
Vote	
9.17.20 Minutes	Vote to approve the November 17, 2020 minutes. **Motion:** McEvers Anderson **Second:** Breckenridge **Vote:** Ayes: 8 Nays: 0 Abstain: 0
IT Department Presentation	IT will be moving to server from San Rafael office to new rack in San Francisco and is working to eventually move entirely to the cloud. Discussion followed and Spencer explained why he recommends this process. The agency conducted an assessment using Tech Soup Digital and received an overall three, which represents that we are operating at a standard level.
Financial Report	Marty presented November financials. City National Bank will soon be submitting a request for forgiveness for the PPP loan, and we anticipate a positive outcome. Cate will be reviewing whether or not to remain with Armanino and will be speaking to other firms.
CEO Report	California Volunteers has asked us to submit a proposal to run a summer program for 200+ AmeriCorps members focused on climate action. The regular (Zoom) board meeting was adjourned at 7:10pm.

BACR Board of Directors

Zoom Meeting

Meeting Minutes - Mar 16, 2021 6:30 PM

Attendance	Present: Breckenridge, Davisson, Franklin, Ness, Travers, Vaughn, Wu Absent: Omolade Staff: Greenberg, Rojas, Weinstein
Call to Order	The regular meeting was called to order at 6:35pm.
Vote	
2.17.21 Minutes	Vote to approve the February 16, 2021 minutes. **Motion:** Wu **Second:** Ness **Vote:** Ayes: 7 Nays: 0 Abstain: 0
Financial Report	Marty presented the financials for the month of February.
CEO Report	School districts are still in the process of determining how and when to open. We anticipate receiving additional funds from the state and the federal stimulus package. Recruiting staff to fill new slots will be a challenge and we will be working on alternative marketing strategies to increase application pool. Bob asked about the audit firm and Cate has decided to retain Armanino.
First Five Centers Presentation	Alexina Rojas presented on the First Five Centers.

Bay Area
Community
Resources

Administrative Office
171 Carlos Drive
San Rafael
California 94903-2005

Phone
415.444.5580
Fax
415.444.5598
Website
www.bacr.org

Martin Weinstein
CEO

Mary Jo Williams
COO

Board of Directors

Lissa Franklin
President

Nancy McEvers Anderson
Bryan Breckenridge
Robert Davisson
Rob Ness
Moses Omolade
Bud Travers
Monica Vaughan
Sinclair Wu

June 25, 2021

Topic: **BACR Letter of Introduction**
OUSD 2021 RFQ for Expanded Learning Programs

Oakland Expanded Learning for After School Programs Office
Attention: Lead Agency RFQ
1000 Broadway, Suite 150
Oakland, CA 94607

Bay Area Community Resources (BACR) has been grateful for our long-standing partnership with the Oakland Unified School District (OUSD) in developing and maintaining successful expanded learning for after school programs for Oakland children and youth. We are committed to sharing OUSD's goals and work toward creating safe, accessible, and engaging learning opportunities for Oakland children and youth during the expanded learning after school hours and fostering their social, physical, and academic success.

Attached is our application in response to OUSD's 2021 RFQ. We are willing and able to perform the commitments contained in the application and look forward to continuing a productive partnership with OUSD for years to come.

Please feel welcome to contact me if you have any questions about our application. Or, please feel free to contact Marisa Ramirez at (510) 559-3025 or mramirez@bacr.org.

Sincerely,

Martin Weinstein

Martin Weinstein
CEO

cc: Marisa Ramirez, BACR Director of East Bay After School Programs

Enclosures

Bay Area Community Resources

Financial Statements

June 30, 2020 and 2019

armanino

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Bay Area Community Resources
San Rafael, California

We have audited the accompanying financial statements of Bay Area Community Resources (a California nonprofit corporation) (the "Organization"), which comprise the statements of financial position as of June 30, 2020 and 2019, and the related statements of activities, functional expenses, and cash flows for the years 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 audits. We conducted our audits 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 from 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 evaluating 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.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bay Area Community Resources as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

MOORE
An independent firm associated with Moore Global Network Limited

Emphasis of Matter

As described in Note 11 to the financial statements, on March 11, 2020 the World Health Organization declared the novel strain of coronavirus ("COVID-19") a global pandemic and recommended containment and mitigation measures worldwide. The ultimate financial impact and duration of these events cannot be reasonably estimated at this time. Our opinion is not modified with respect to this matter.

Armanino LLP
San Francisco, California

November 9, 2020

Bay Area Community Resources
Statements of Financial Position
June 30, 2020 and 2019

	2020	2019
ASSETS		
Current assets		
Cash and cash equivalents	$ 7,737,863	$ -
Investments	39,121	52,623
Receivables	9,229,005	8,438,105
Prepaid expenses	330,742	298,412
Total current assets	17,336,731	8,789,140
Noncurrent assets		
Deposits	111,163	435,577
Property and equipment, net	235,820	286,058
Total noncurrent assets	346,983	721,635
Total assets	$ 17,683,714	$ 9,510,775
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable and accrued expenses	$ 4,633,100	$ 3,940,245
Deferred revenue	747,569	584,023
Line of credit	-	1,345,083
Paycheck Protection Program loan	6,121,364	-
Total current liabilities	11,502,033	5,869,351
Net assets		
Without donor restrictions	2,804,799	2,578,927
With donor restrictions	3,376,882	1,062,497
Total net assets	6,181,681	3,641,424
Total liabilities and net assets	$ 17,683,714	$ 9,510,775

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Activities
For the Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains and other support			
Government contracts and grants	$ 21,057,180	$ -	$ 21,057,180
School contracts	18,397,033	-	18,397,033
Corporate foundation grants and individual contributions	376,599	5,922,079	6,298,678
Counseling fees	3,242,669	-	3,242,669
In-kind services	697,000	-	697,000
Other income	81,833	-	81,833
Net assets released from restrictions	3,607,694	(3,607,694)	-
Total revenues, gains and other support	47,460,008	2,314,385	49,774,393
Functional expenses			
Program services	41,788,618	-	41,788,618
Support services			
Management and general	5,166,962	-	5,166,962
Fundraising	278,556	-	278,556
Total support services	5,445,518	-	5,445,518
Total functional expenses	47,234,136	-	47,234,136
Change in net assets	225,872	2,314,385	2,540,257
Net assets, beginning of year	2,578,927	1,062,497	3,641,424
Net assets, end of year	$ 2,804,799	$ 3,376,882	$ 6,181,681

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Activities
For the Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains and other support			
Government contracts and grants	$ 16,631,750	$ -	$ 16,631,750
School contracts	15,964,803	-	15,964,803
Corporate foundation grants and individual contributions	278,342	3,257,722	3,536,064
Counseling fees	3,933,385	-	3,933,385
In-kind services	743,815	-	743,815
Other income	41,836	-	41,836
Net assets released from restrictions	3,257,550	(3,257,550)	-
Total revenues, gains and other support	40,851,481	172	40,851,653
Functional expenses			
Program services	35,220,420	-	35,220,420
Support services			
Management and general	5,076,609	-	5,076,609
Fundraising	359,944	-	359,944
Total support services	5,436,553	-	5,436,553
Total functional expenses	40,656,973	-	40,656,973
Change in net assets	194,508	172	194,680
Net assets, beginning of year	2,384,419	1,062,325	3,446,744
Net assets, end of year	$ 2,578,927	$ 1,062,497	$ 3,641,424

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Functional Expenses
For the Year Ended June 30, 2020

	National Service Programs	Behavioral Health Programs	Worforce Development Programs	After School Programs	Healthy Communities Programs	Fiscal Sponsorship Projects	Total Program Services	Management and General	Fundraising	Total Support Services	Total
Salaries and wages	$ 3,199,856	$ 5,400,884	$ 2,078,053	$ 17,423,941	$ 756,247	$ 348,630	$ 29,207,611	$ 2,785,284	$ 183,863	$ 2,969,147	$ 32,176,758
Fringe benefits	486,418	821,002	315,890	2,648,658	114,959	52,996	4,439,923	423,398	27,949	451,347	4,891,270
Re-grants/scholarships	-	50,285	775,845	1,173,785	56,575	301,571	2,358,061	8,000	1,305	9,305	2,367,366
Recreation/wellness/events	1,204	4,426	22,461	18,593	-	4,999	51,683	23,095	-	23,095	74,778
Program support services	13,287	111,910	767,047	51,057	22,368	55,288	1,020,957	59,557	-	59,557	1,080,514
Materials and supplies	5,521	68,105	101,716	600,666	110,863	38,242	925,113	48,503	10,000	58,503	983,616
Professional development	137,286	40,553	94,588	134,900	110,680	23,551	541,558	147,859	-	147,859	689,417
Professional fees	426,965	830,068	41,907	4,824	38,201	247,320	1,589,285	142,244	8,483	150,727	1,740,012
Telecommunication and IT	11,593	45,106	81,842	43,036	16,637	3,890	202,104	356,675	46,956	403,631	605,735
Licenses and certifications	1,162	43,194	12,126	4,395	-	7,533	68,410	150,903	-	150,903	219,313
Auditing, insurance and legal	-	-	-	-	-	-	-	445,271	-	445,271	445,271
Facility expenses	167,269	529,843	249,966	147,259	50,477	59,521	1,204,335	358,018	-	358,018	1,562,353
Depreciation and amortization	-	-	-	-	-	-	-	59,503	-	59,503	59,503
Miscellaneous	57,149	100,976	76	20,179	-	1,198	179,578	158,652	-	158,652	338,230
	$ 4,507,710	$ 8,046,352	$ 4,541,517	$ 22,271,293	$ 1,277,007	$ 1,144,739	$ 41,788,618	$ 5,166,962	$ 278,556	$ 5,445,518	$ 47,234,136

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Functional Expenses
For the Year Ended June 30, 2019

	National Service Programs	Behavioral Health Programs	Worforce Development Programs	After School Programs	Healthy Communities Programs	Fiscal Sponsorship Projects	Total Program Services	Management and General	Fundraising	Total Support Services	Total
Salaries and wages	$ 2,771,046	$ 4,638,221	$ 1,808,394	$ 13,911,765	$ 1,240,472	$ 107,777	$ 24,477,675	$ 2,479,169	$ 157,532	$ 2,636,701	$ 27,114,376
Fringe benefits	420,077	703,131	274,143	2,108,954	188,049	16,338	3,710,692	675,843	23,881	699,724	4,410,416
Re-grants/scholarships	-	56,566	601,390	1,126,121	500	255,107	2,039,684	11,000	-	11,000	2,050,684
Recreation/wellness/events	3,535	6,110	20,631	104,298	-	12,295	146,869	31,204	-	31,204	178,073
Program support services	2,000	66,307	188,384	45,855	2,250	57,144	361,940	650	-	650	362,590
Materials and supplies	8,424	78,398	80,041	690,870	65,405	21,852	944,990	39,377	-	39,377	984,367
Professional development	100,307	68,988	118,787	135,270	12,500	54,403	490,255	204,218	129	204,347	694,602
Professional fees	199,958	835,904	5,625	(767)	41,775	193,281	1,275,776	110,950	178,101	289,051	1,564,827
Telecommunication and IT	10,218	63,434	59,262	34,726	9,594	1,577	178,811	351,102	301	351,403	530,214
Licenses and certifications	726	72,449	11,626	3,709	-	14,789	103,299	138,717	-	138,717	242,016
Outreach and promotion	14,557	25,538	4,412	-	-	9,748	54,255	6,196	-	6,196	60,451
Auditing, insurance and legal	-	-	-	-	-	-	-	438,869	-	438,869	438,869
Facility expenses	194,230	513,060	258,983	219,518	45,579	37,642	1,269,012	432,364	-	432,364	1,701,376
Depreciation and amortization	-	-	-	-	-	-	-	51,699	-	51,699	51,699
Bad debt expense	42,237	2,586	-	2,372	-	-	47,195	583	-	583	47,778
Miscellaneous	5,218	69,878	29,854	(865)	14,500	1,382	119,967	104,668	-	104,668	224,635
	$ 3,772,533	$ 7,200,570	$ 3,461,532	$ 18,381,826	$ 1,620,624	$ 783,335	$ 35,220,420	$ 5,076,609	$ 359,944	$ 5,436,553	$ 40,656,973

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statements of Cash Flows
For the Years Ended June 30, 2020 and 2019

	2020	2019
Cash flows from operating activities		
Change in net assets	$ 2,540,257	$ 194,680
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	59,503	51,699
Net realized and unrealized gains on investments	13,502	2,787
Bad debt expense	139,989	5,514
Changes in operating assets and liabilities		
Receivables	(930,889)	(241,720)
Prepaid expenses	(32,330)	15,043
Deposits	324,414	(343,668)
Accounts payable and accrued expenses	692,855	441,207
Deferred revenue	163,546	(119,924)
Net cash provided by operating activities	2,970,847	5,618
Cash flows from investing activities		
Purchases of property and equipment	(9,265)	(85,664)
Net cash used in investing activities	(9,265)	(85,664)
Cash flows from financing activities		
Net payments on line of credit	(1,345,083)	(145,113)
Proceeds from Payroll Protection Program loan	6,121,364	-
Net cash provided by (used in) financing activities	4,776,281	(145,113)
Net increase (decrease) in cash and cash equivalents	7,737,863	(225,159)
Cash and cash equivalents, beginning of year	-	225,159
Cash and cash equivalents, end of year	$ 7,737,863	$ -
Supplemental disclosure of cash flow information		
Cash paid during the year for interest	$ 39,045	$ 55,731

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Notes to Financial Statements
June 30, 2020 and 2019

1. NATURE OF OPERATIONS

Bay Area Community Resources (the "Organization") was formed on July 1, 1993 through the combination of two similar non-profit organizations that educate and help the public deal with substance abuse problems.

The Organization provides youth academic assistance services; alcohol, drug abuse and tobacco education; counseling services; mental health services; youth enrichment and also operates programs that promote community health. The Organization obtains its funding primarily from government subcontracts and grants, contracts with schools, grants and contributions from foundations and corporations, and contributions from the general public. Direct services are organized into program groups, which have a similar focus and common participant outcomes. These programs serve youth and adults in seven Bay Area counties.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation

The financial statements of Bay Area Community Resources have been prepared on the accrual basis of accounting and presented in accordance with accounting principles generally accepted in the United States of America (GAAP). Significant accounting policies are described below.

The Organization reports information regarding its financial position and activities according to two classes of net assets:

- *Net assets without donor restrictions* - Net assets available to support all activities of the Organization, and not subject to donor-imposed stipulations. These generally result from revenues generated by providing services, receiving contributions, and receiving interest from investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.
- *Net assets with donor restrictions* - Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by the actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity. The Organization does not have any assets with donor restrictions to be held in perpetuity at June 30, 2020 and 2019.

Cash and cash equivalents

For purposes of the statement of cash flows, the Organization considers all highly liquid investments with original maturities of three months or less to be cash equivalents. At times, bank deposit accounts may exceed the FDIC limits.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Investments

Investments are carried at the quoted market value of the securities and are subject to market fluctuations. Gains and losses are reflected as increases or decreases in without donor restriction of net assets unless the donor or relevant laws place with donor restrictions on the gains and losses.

During the years ended June 30, 2020 and 2019, the Organization's investments depreciated in value by $13,502 and $2,787 respectively.

Investments and fair value measurements

Investments are reflected in the statements of financial position at fair value with changes in realized and unrealized gains and loses resulting from changes in fair value reflected in the statements of activities as investment gain or loss. Publicly traded investments in active markets are reported at the market closing. Investment transactions are recorded on a trade-date basis (for publicly traded investments) or upon closing of the transaction (for private investments).

- *Level 1* - Quoted prices are available in active markets for identical investments as of the reporting date. The type of investments, which would generally be included in Level I, includes listed equity securities.
- *Level 2* - Pricing inputs are observable for the investments, either directly or indirectly, as of the reporting date, but are not identical as those used in Level 1. These inputs may include quoted prices for identical instruments on an inactive market. Fair value is determined through the use of models or other valuation methodologies.
- *Level 3* - Pricing inputs are unobservable for the investment and include situations where there is little, if any, market activity for the investment. The inputs into the determination of fair value require significant judgment or estimation by management. The types of investments, which would generally be included in this category include debt, asset-backed securities, forward contracts, long-term debt securities, multi-strategy holding company swaps and warrants, real estate, and equity securities issued by private entities.

Property and equipment

Property and equipment are recorded at cost. Acquisitions of $7,500 or more are capitalized. Leasehold improvements are amortized over the shorter of the estimated useful life or the life of the lease.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and equipment (continued)

Depreciation and amortization of property and equipment is computed using the straight-line method over the following estimated useful lives:

Office furniture	3 - 7 years
Office equipment	3 - 5 years
Vehicles	5 years
Leasehold improvements	Lesser of useful life or lease term

Grants and contracts

A portion of the Organization's revenue is derived from cost-reimbursable government grants and contracts, which are generally conditioned upon certain performance requirements and/ or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. The Organization has been awarded cost-reimbursable grants of approximately $795,000 that have not been recognized at June 30, 2020 because the grant period extends beyond June 30, 2020, therefore qualifying expenditures have yet to be incurred.

Revenues from school contracts are considered exchange transactions and the revenue is recognized when the services are performed.

Deferred revenue represents amounts received for future services to be provided by the Organization. Deferred revenue is recognized as revenue in the period the related programs are held or expenditures for the grants are incurred.

Contributions

Contributions, including unconditional promises to give, are recognized when received. Contributions are reported as increases in net assets without donor unless use of the contributed assets is specifically restricted by the donor. Amounts received that are restricted by the donor to use in future periods or for specific purposes are reported as increases in net assets with donor restriction, consistent with the nature of the restriction. The Organization reports contributions with donor-imposed restrictions as net assets without donor restriction if the restrictions are met in the same reporting period in which the contribution is received. Unconditional promises with payments due in future years have an implied restriction to be used in the year the payment is due, and therefore are reported as net assets with donor restriction until the payment is due unless the contribution is clearly intended to support activities of the current fiscal year or is received. Conditional promises to give are not recognized until they become unconditional; that is when the barrier has been overcome and right of release/right of return no longer exists.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Contributions (continued)

Allowance for uncollectible accounts represents management's best estimate of the probable losses inherent in the accounts receivable balance. Management primarily determines the allowance based on review of the aging of accounts receivable and historical experience. Management deemed no allowance was necessary as of June 30, 2020 and 2019. The Organization recorded $139,989 and $5,514 in bad debt expense during the years ended June 30, 2020 or 2019, respectively, to write off receivables that were no longer deemed collectible.

In-kind services

In-kind services are contributions of donated services that create or enhance nonfinancial assets or that require specialized skills provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. The Organization records in-kind services based on the time worked in various programs by individuals at rates of pay considered by management to be commensurate with others possessing their skill levels. The Organization recognized in-kind revenue and in-kind expenses (included in consultant and professional fees) for the years ended June 30, 2020 and 2019 of $697,000 and $743,815, respectively.

A number of unpaid volunteers have made significant contributions of their time to the Organization, however, the value of these services is not reflected in these statements because the criteria for recognition have not been satisfied (see Note 7).

Functional expenses

The costs of providing the Organization's various programs and other activities have been summarized on the statement of functional expenses; accordingly, certain indirect costs have been allocated among the programs and support services benefited based on staff time allocation records and management estimates.

Income tax status

The Organization was granted tax exempt status under Section 501(c)(3) of the Internal Revenue Code, and Section 23701(d) of the State of California Revenue and Taxation Code, and has obtained determination letters from the Internal Revenue Service and the California Franchise Tax Board to that effect. Accordingly, the primary operations of the Organization are currently considered exempt from federal income and state franchise taxes.

The Organization has evaluated its current tax positions and has concluded that as of June 30, 2020, the Organization does not have any significant uncertain tax positions for which a liability would be necessary.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates relating to the collectability of receivables, the estimated useful lives of depreciable assets, the value of in-kind services and the allocation of indirect costs to programs. Such assumptions affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Subsequent events

Management has evaluated subsequent events through November 9, 2020, the date the financial statements were available to be issued. No subsequent events have occurred that would have a material impact on the presentation of the Organization's financial statements.

Change in accounting principle

In June 2018, the FASB issues Accounting Standards Update (ASU) 2018-08, Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made, which clarifies the criteria for evaluating whether a transaction is a contribution or an exchange transaction and whether a contribution is conditional or unconditional. The Organization adopted ASU 2018-08 with a date of initial application of July 1, 2019, using the modified prospective method.

The adoption of ASU 2018-08 did not have a significant impact on the Organization's financial position, results of operations or cash flows.

3. INVESTMENTS

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of June 30, 2020:

	Level 1	Level 2	Level 3	Fair Value
Money market funds	$ 14,198	$ -	$ -	$ 14,198
Investments in equities	24,923	-	-	24,923
	$ 39,121	$ -	$ -	$ 39,121

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of June 30, 2019:

	Level 1	Level 2	Level 3	Fair Value
Money market funds	$ 12,689	$ -	$ -	$ 12,689
Investments in equities	39,934	-	-	39,934
	$ 52,623	$ -	$ -	$ 52,623

4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	2020	2019
Office equipment	$ 553,837	$ 544,573
Office furniture	106,115	106,115
Vehicles	77,819	77,819
Leasehold improvements	126,023	126,023
	863,794	854,530
Accumulated depreciation	(627,974)	(568,472)
	$ 235,820	$ 286,058

Depreciation expense for the years ended June 30, 2020 and 2019 amounted to $59,503 and $51,699, respectively.

5. LINE OF CREDIT

The Organization maintains a line of credit with a financial institution, with a maximum borrowing limit of sixty percent of the Organization's accounts receivable balance, up to a maximum of $3.5 million. In July 2020, the Organization renewed the line of credit, which bears an interest rate of 3.50% (previously equal to the LIBOR base rate divided by one minus the Euro currency Reserve Requirement, as defined in the agreement (5% and 5.75% at June 30, 2020 and 2019, respectively) and expires on September 1, 2021. The outstanding balance on the line of credit at June 30, 2020 and 2019 was $0 and $1,345,083, respectively. The line of credit is secured by all of the Organization's assets.

6. PAYCHECK PROTECTION PROGRAM

On April 29, 2020, the Organization qualified for and received a loan pursuant to the Paycheck Protection Program, a program implemented by the U.S. Small Business Administration under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified lender (the "PPP Lender"), for an aggregate principal amount of approximately $6,121,364 (the "PPP Loan"). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured. The principal amount of the PPP Loan is subject to forgiveness under the Paycheck Protection Program upon the Organization’s request to the extent that the PPP Loan proceeds are used to pay expenses permitted by the Paycheck Protection Program, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the Organization. The Organization intends to apply for forgiveness of the PPP Loan with respect to these covered expenses. To the extent that all or part of the PPP Loan is not forgiven, the Organization will be required to pay interest on the PPP Loan at a rate of 1.0% per annum, and principal and interest payments will be required through the maturity date in April 2022. The terms of the PPP Loan provide for customary events of default including, among other things, payment defaults, breach of representations and warranties, and insolvency events. The PPP Loan may be accelerated upon the occurrence of an event of default.

The Organization accounts for the PPP Loan under the debt model. The balance of the PPP Loan at June 30, 2020 amounted to $6,121,364.

7. IN-KIND REVENUE AND SUPPORT

The Organization recognizes in-kind revenue for certain professional services received at fair value. The value of those services has been reflected on the statements of activities in accordance with accounting principles generally accepted in the United States of America.

Non-professional volunteer services of approximately 300,000 service hours with an assigned value as determined by management of $2,375,000 (unaudited) were provided during the year ended June 30, 2020, and non-professional volunteer services of approximately 329,243 service hours with an assigned value as determined by management of $2,604,309 (unaudited) were provided during the year ended June 30, 2019. These amounts are not recorded by the Organization, and are not reflected on the accompanying financial statements.

8. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions consist of the following:

	2020	2019
Academic and afterschool programs	$ 309,519	$ 264,811
Community and behavioral health programs	809,404	130,728
National service programs	392,252	305,822
Fiscal sponsorship	175,988	249,801
Youth employment programs	1,689,719	111,335
	$ 3,376,882	$ 1,062,497

Net asset with donor restrictions released from restriction during the year consist of the following:

	2020	2019
Academic and afterschool programs	$ 402,601	$ 390,298
Community and behavioral health programs	408,575	259,950
National service programs	1,982,431	2,143,757
Fiscal sponsorship	720,570	295,981
Youth employment programs	93,517	167,564
	$ 3,607,694	$ 3,257,550

9. EMPLOYEE BENEFIT PLANS

During 2017, the Organization adopted a defined contribution retirement plan (the "Plan") under Section 401(a) of the Internal Revenue Code, that covers eligible employees who work a minimum of 1,000 hours a year. The amount of profit sharing contributions made into the Plan is discretionary in an amount as determined by the Organization. The Organization did not make any employer contributions to the Plan during the years ended June 30, 2020 and 2019.

10. COMMITMENTS AND CONTINGENCIES

Operating leases

The Organization has entered into various operating leases for property and equipment with lease terms expiring through June 2025 and monthly lease expense ranging from $500 through $14,000.

10. COMMITMENTS AND CONTINGENCIES (continued)

Operating leases (continued)

The scheduled minimum lease payments under the lease terms are as follows:

Year ending June 30,	
2021	$ 456,258
2022	287,767
2023	268,916
2024	208,277
2025	48,096
	$ 1,269,314

Rent expense for the years ended June 30, 2020 and 2019 was $869,833 and $912,855 respectively, and included in facility expenses on the statements of functional expenses.

Severance agreement

On June 17, 2014, the Organization executed an employment agreement with the Executive Director which, in part, details his severance benefits upon termination. Upon termination, as defined in the agreement, the Executive Director will receive 4.7 months of the final base salary, commencing on the first payroll date following termination. An additional 4.7 months of the final base salary will be added, up to an additional total of 9.3 months, for each year the Executive Director remains employed following the execution of the employment agreement. In addition, there will be a one-time compensation payment of $25,000 for the successful transition of a new Chief Executive Officer to the Organization. Furthermore, the Executive Director will enter into a consulting agreement with the Organization for a minimum of six-months that will commence upon termination as the Executive Director. As of June 30, 2020 and 2019, respectively, $225,000 has been accrued for these severance benefits by the Organization and is included in accounts payable and accrued expenses on the statements of financial position.

Concentrations

The Organization receives a substantial amount of its support from state and federally funded programs and school districts. A significant reduction in the level of support from any of these sources could have an adverse effect on the Organization's operations. The Organization had receivables due from three entities that accounted for 62% of total receivables at June 30, 2020, and receivables from two entities that accounted for 34% of total receivables at June 30, 2019.

10. COMMITMENTS AND CONTINGENCIES (continued)

Contingencies

From time to time the Organization may be subject to a variety of claims and suits in the ordinary course of business. As of June 30, 2020, management believes there are no such outstanding claims or suits that, individually or in the aggregate, would have a material adverse affect on the Organization's financial position, results of operations, or cash flows.

11. RISKS AND UNCERTAINTIES

On March 11, 2020, the World Health Organization declared a novel strain of coronavirus ("COVID-19") a global pandemic and recommended containment and mitigation measures worldwide. The COVID-19 outbreak in the United States has caused business disruption through mandated and voluntary closings of businesses and shelter in place orders, including California, where the Organization is headquartered. In response, the U.S. Government enacted the CARES Act, which includes significant provisions to provide relief and assistance to affected organizations. As a qualifying 501(c)(3) organization, the Organization received a PPP loan through the CARES Act (see Note 6).

Impacts to the Organization's operations include disruptions and restrictions on employees' ability to work and potential challenges with collectability of receivables. While the disruption from COVID-19 is currently expected to be temporary, there is considerable uncertainty around the duration of the closings and shelter in place orders and the ultimate financial impact. It is at least reasonably possible that this matter will negatively impact the Organization, however, the financial impact and duration cannot be reasonably estimated at this time.

12. LIQUIDITY AND FUNDS AVAILABLE

As part of the Organization's liquidity management, it structures its financial assets to be available as its general expenditures, liabilities, and other obligations come due. To meet liquidity needs, the Organization has cash and cash equivalents available. Contributions receivable that are considered current will be collected from donors within one year.

Monthly, the Finance Committee reviews the Organization's financial position and discusses a reasonable cash position to maintain. The Finance Committee has set a target of 5 days in cash as the minimum for 2020.

The Organization has a $3,500,000 line of credit available for use.

12. LIQUIDITY AND FUNDS AVAILABLE (continued)

The following is a quantitative disclosure which describes financial assets that are available within one year of June 30, 2020 to fund general expenditures and other obligations as they become due:

Financial assets	
Cash and cash equivalents	$ 7,737,863
Investments	39,121
Receivables	9,229,005
	17,005,989
Less: amounts unavailable for general expenditures within one year	
Financial assets with purpose restrictions	(3,376,882)
	(3,376,882)
	$ 13,629,107

Wednesday, June 23 2021

To Whom It May Concern:

It has been an honor and my pleasure to have partnered with the BACR organization over the past couple of years. Through strong collaboration, deep partnerships, and strong communication we are able to provide a robust After School program at our Rocketship Futuro. Rocketship and BACR have standing monthly administrative meetings where we talk about higher level program needs as well as compliance capacity. There are also site based weekly meetings with the personnel from the school team such as the Business Operations Manager and the BACR Site Director. This past year was our strongest year in partnership as BACR really supported our distant learning model and did what was best for kids during the pandemic. This has gone to show that BACR has been a strong partner in customizing the needs of Rocketship to fit the needs of our students.

If given this funding, this will allow BACR to reach even more students at our campus. Our mission at Rocketship is to close the achievement gap within our lifetime and BACR is a big component in helping us do so. If approved of this funding this will allow BACR to help more students with homework help as well as provide students with fun enrichment. I urge you to please approve of this funding for Rocketship. Please feel free to reach out with any questions you may have.

Sincerely,

Tommy Slater
Rocketship Regional Director of Operations
Phone: (650) 464-0509
Email: tslater@rsed.org

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

After School Programs

June 16, 2021

To whom it may concern,

I would like to recommend the BACR team to any school district needing a partner in providing a systematized, program oriented, and child-focused after school program.

I have been working with BACR for over eight years and their ability to manage and audit program compliance and requisites are to be commended. They are responsive to the administrative deliverables expected and they lead with a collaborative stance at all times. Most importantly, they are able to recruit and sustain a qualified, caring and responsible group of adults to teach and lead children. Further, we represent a vast spectrum of families and as such we need an After School Partner who is trained to deal with cultural diversity, socio-economic needs awareness and sometimes, crisis management.

During the Pandemic, BACR was our most reliable partner to pivot into Learning Hubs and adapt to the needs of the school overnight. Their relationship with the Principal made all the difference. We are extremely grateful for their partnership.

On a several instances I have been impressed by their ability to document, speak from a place of true care for children, and most importantly see that they have a deep respect for all families. They are a caring and professional partner.

If you have any questions, please contact me.

Claudia Medina
After School Programs Coordinator
510/337-7190 | cmedina@alamedaunfied.org

BACR TODAY

MISSION

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families, and communities. There are three core components to our mission:

I. Provide direct services to promote healthy development;
II. Encourage volunteers to provide service to their community; and
III. Build and strengthen all of the communities we serve, so that community members and institutions can effect change.

I. DIRECT SERVICES

BACR direct services are organized into program industry groups, which have a similar focus and common participant outcomes. These programs serve youth and adults in seven Bay Area counties and numerous communities and (K-12) schools. Direct services are delivered in each of the following program groups:

AFTER-SCHOOL
Our after school programs offer safe and enriching after school opportunities to young people where they can learn to be productive, build positive adult and peer relationships, and participate in meaningful academic and enrichment activities. BACR provides these programs at more than 100 schools in the Bay Area**.**

BEHAVIORAL HEALTH ADVOCACY, PREVENTION, & TREATMENT
BACR provides direct services to individuals and families needing support to overcome mental health or substance use problems. Alcohol and Drug, Tobacco, and Mental Health programs deliver prevention and treatment services to youth and adults having a broad spectrum of needs, ranging from the need for basic information to treatment for chronic alcoholism and drug recovery. Specifically, BACR offers school-based counseling and education, community-based centralized assessment and referral to treatment, family therapy, DUI programs, and tobacco education and cessation. Our environmental prevention services aim to change community norms about alcohol, drugs, and tobacco use by advocating for private or public policy adoption.

HEALTHY COMMUNITIES
In this industry, school- and community-based health centers serve as hubs of integrated, coordinated services and programs where youth and families can find support, resources, and community. Examples of our hubs include First 5 Centers, Healthy Start programs, high school health centers, community schools, and other family resources and early childhood programs. BACR strives to create vibrant, accessible, inclusive hubs that are safe, open, and nurturing places for participants to belong and call home.

NATIONAL SERVICE
Giving back is vital to healthy development. Through BACR's National Service program, participants achieve personal benefits by having opportunities to contribute to community improvement. Youth benefit as well through a variety of academic and youth development services delivered by BACR's AmeriCorps members. AmeriCorps members are placed at more than 70 local schools and programs where these services are provided.

WORKFORCE & EDUACTION (formerly Youth Workforce)
Our workforce model ensures that youth have access to five interventions, which are 1) Academic support, 2) Workforce skill building and employment, 3) Civic engagement, 4) Connection to support services, and 5) Meaningful participation in youth development activities. Our participants are resilient, facing multiple barriers that prevent them from accessing opportunities that would allow them to transition into adulthood successfully; healthy, self-sufficient; and free from the justice system. To ensure that services are accessible, our projects and outreach activities are delivered in a range of school- and community-based settings.

II. ENCOURAGE VOLUNTEERS TO PROVIDE SERVICE TO THEIR COMMUNITY.

All programs in the BACR family encourage "giving back" to the local communities. We organize community service projects conducted by volunteers, many of whom have been service recipients, who commit to a weekend – or sometimes commit to a year – to mentor or tutor a young person. These projects result in a positive and meaningful experience for thousands of volunteers, as well as build on their skills and commitment to civic responsibility. At the same time, they are making a positive difference in the lives of individuals and in their community.

III. BUILD AND STRENGTHEN ALL OF THE COMMUNITIES WE SERVE SO THAT COMMUNITY MEMBERS AND INSTITUTIONS CAN AFFECT CHANGE.

Building community in all we do is part of the BACR way. Each program sees itself as part of the community and seeks out community partners with whom to collaborate. Our staff represent the agency on numerous coalitions sharing a common vision of community empowerment and capacity building.

ORGANIZATIONAL STRUCTURE AND STAFFING

The Board of Directors is the legal entity responsible for the operation of the agency. It develops agency policy, mission, and goals, and ensures that adequate resources are available to carry out such goals.

BACR is led by a Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, and a program-based team of Project Directors. BACR has approximately 1,300 full- and part-time staff members and AmeriCorps members.

The agency's FY 2019-20 budget is approximately $45 million including in-kind services. Major funding sources include government, corporate and foundation grants, and school contracts.

SUMMARY OF FY 2019-20 PROJECT SERVICES

We will deliver 1,046,579 staff hours and 335,698 volunteer hours directly serving 32,451 students/ individuals and their families. Twenty-four percent (24%) of all services will be supported by volunteers, interns, or AmeriCorps members. The service distribution is as follows:

Program	Number Served	Staff Hours	FTE	Volunteers	Volunteer Hours
After School	*15,867*	*749,000*	*414*	*518*	*22,325*
Alcohol and Drug	*2,728*	*56,410*	*31*	*102*	*2,245*
Mental Health	*3,345*	*114,784*	*64*	*37*	*27,880*
Public Health Advocacy & Policy	*121*	*15,402*	*9*	*35*	*1,460*
National Service	*6,510*	*22,403*	*12*	*3,204*	*258,050*
Workforce & Education	*565*	*44,400*	*24*	*100*	*10,000*
Healthy Communities	*3,115*	*44,580*	*25*	*1,160*	*13,738*
Grand Totals	32,451	1,046,579	579	5,156	335,698

BACR East Bay After School Programs
Training Topics
Yearly Basis

Line Staff Trainings

Initial & Monthly Training Opportunities – In Person

- BACR 101 and HR related topics
- Classroom Behavior Management
- Lesson Planning
- Social and Emotional Learning
- PQA
- Professionalism & Communications
- Policies and Procedures (emphasis in Safety, Incidents, CPS, and Line Staff Handbook)
- Youth Development
- CPR & First Aide
- Mental Health First Aid

Monthly Training Opportunities – Online through Safe Schools

- Mandated Reporter: Child Abuse and Neglect
- Emergency Operations and Planning
- Communication Systems and Skills
- School Intruders
- Making Schools Safe for LGBT Students
- Cultural Competency and Racial Bias
- Active Shooter
- Crisis Response and Recovery
- Online Safety
- Conflict Management

*Also, note HR or BACR management does sporadic additional trainings throughout the year.

Site Based

- Understanding Your Community (mapping activity)
- Expectations (Job Duties, Roles, and etc.)
- Common Core
- Building Relationships
- BACR Collaborative Best Practices
- Student Specific Needs Training
- Safety Procedures and Practice Drills

Coordinator Trainings

Summer Institute

- See SI Schedule – separate attachment

Monthly Coordinator Cluster Trainings/Meetings

- Self Audit Checklist
- Policies and Procedures
- Program Safety and Playground Safety
- Coaching
- Self Care
- Scenarios
- Culminating/Enrichment Planning/Project Planning

BACR East Bay After School Programs
Training Topics
Yearly Basis

- Goal Setting/PQI/Program Planning
- Staff Retention
- Job Expectations (i.e. deliverables deadlines)
- PQA, Quality Standards for Expanded Learning Programs, and Continuous Quality Improvement work (i.e. quality action plans)
- Accounting 101
- Relationship Building
- Expectations of a Coordinator
- Supervision - How to have crucial conversations (performance discussions)
- Safety Trainings
- CPR & First Aide
- Mental Health First Aid

Monthly Training Opportunities – Online through Safe Schools

- Mandated Reporter: Child Abuse and Neglect
- Incident Command Systems
- Managing Difficult Behaviors
- Performance Management (Mid year and end of the year evalutaions)
- Termination: Practice and Procedures
- Threat Assessment Procedures
- Workplace Injury Prevention
- City Drive: California Full Course
- Summer Leave/Termination Process
- Emergency Operations and Planning
- Communication Systems and Skills
- School Intruders
- Making Schools Safe for LGBT Students
- Cultural Competency and Racial Bias
- Active Shooter
- Crisis Response and Recovery
- Online Safety
- Conflict Management

*Also, note HR or BACR management does sporadic additional trainings throughout the year.

Quarterly

- Coaching Conversations, Modeling, and Practice
- Strengthen Based Institute
- Hiring & Recruitment & Retention
- FPM/Grant Compliance
- PQA
- Coaching
- Performance Evaluations
- Wellness
- Communications
- Time Management
- Policies and Procedures

BACR East Bay After School Programs
Training Topics
Yearly Basis

- How to deal with student trauma
- Intro to technology (Word, excel, etc.)

New Coordinator Training

- BACR 101
- Series of 5 HR Topics
- Hiring
- BACR Recruitment
- Recruitment & Screening
- BACR Resources
- Policies and Procedures
- Partnerships
- Relationship Building
- CPR & First Aide
- Mental Health First Aid

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I. Welcome to BACR

Thank you for committing to our vision and mission here at BACR! **You** are a part of our After School Program Industry family as of this moment. Our goal together is to provide a safe and supportive environment for each student, where they can discover who they want to be and become, improve on their

academic skills, feel supported and encouraged, and have the opportunity to feel empowered and successful. You are a critical part in how we provide the best services for our students so they can develop a

healthy image of themselves, positive relationships, community pride, as well as learn the importance of responsibility, teamwork and respect.

Bay Area Community Resources and After School Industry Overview

Bay Area Community Resources (BACR) was founded in 1976. Our mission is to promote the healthy development of individuals, families and communities. We do this through direct services, volunteerism and partnerships in the San Francisco Bay Area. BACR's diverse programs focus on the following areas: After School Programs, Youth Development, Alcohol, Drug and Tobacco Education, Mental Health Services, National Service, Healthy Communities and Fiscal Sponsorship.

BACR After School Programs:

The BACR philosophy about after school programs extends far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment, and we believe in integrating the principles and practices of youth development into all after school activities. We believe it is our responsibility to understand and meet the needs of schools, students and parents.

BACR After School Industry Mission:

BACR after-school programs promote the successful, holistic development of Bay Area youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to prove high-quality after-school experiences for youth throughout the Bay Area.

BACR After School Industry Values:

Youth are valuable members of our communities and we support them in realizing their power. Our actions must be conscious decisions designed to respect our ancestors, improve the present, and sustain future generations. We strive for justice and equity in education, so youth can have meaningful opportunities to learn, grow and succeed.

We leverage the best of our community to provide a rich array of meaningful opportunities for young people through a collaborative programming model.

We like to have FUN and take every opportunity to enjoy and celebrate our work.

BACR After School Industry Structure:

Groups of schools are broken up into "clusters." This is based on the district and the proximity of each school. Each site is managed by a program coordinator and each site is supported and overseen by a program manager. Each manager reports to a program director. There are currently ten clusters across the Bay Area and we continue to add school sites almost every year. Currently, BACR is the largest after school program provider in the Bay Area with programs that span San Francisco, Oakland, Marin, Mt. Diablo, Richmond, Alameda, and Antioch Unified School Districts. We continue to grow due to having high quality programs, staffed by amazing youth workers like you.

Program Quality Standards

Our youth work is based on several program quality standards. Ensure that you educate yourself on your district's program quality standards as well as BACR's program standards. First, BACR uses the work done by the

Community Network for Youth Development (CNYD) as the basis of our youth development theory. It is as follows:

- Youth need to feel a sense of physical and emotional safety.
- Youth need multiple supportive relationships with peers and adults.

- Youth need to have meaningful participation in their education and surroundings.
- Youth need community involvement.
- Youth need a challenging and engaging learning experience that builds and showcases skills.

Second, our BACR's ASP Industry is focused on adopting the David P. Weikart Center's Program Quality Assessment (PQA) tool. This tool is one of the only nationally recognized tools that is used to evaluate the quality of after school programs using a scoring rubric. There are two rubrics, one for k- 5 programs called the School Age Program Quality Assessment (SA-PQA) and one for 6-12 programs called the Youth Program Quality Assessment (YPQA). Both tools are broken down into the following 4 areas that align with CNYD's youth development framework: Safe Environment, Supportive Environment, Interaction and Engagement. A fifth tool is also implemented that measures the Academic Climate. For more information on the PQA Assessment tools please visit: http://www.cypq.org/

Lastly, each program strives to incorporate the Learning in After School and Summer (LIAS) Principles developed by the LIAS workgroup led by Temescal Associates. The LIAS Principles incorporates both CNYD's Youth Development approach as well as each of the assessment categories within the PQA tool. It is the umbrella of our program quality standards.

Quality Standards for Expanded Learning Programs - California Department of Education:

- Safe and supportive environment
- Active and Engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

BACR Best Practices:

- We persevere, are dependable and act with integrity.
- We recognize the needs and strengths of customers and support their development
- We are continuous learners – stretching, growing and innovating.
- We build healthy relationships and are guided by a caring heart.
- Our services are based on proven models and methods.
- We work within communities and build alliances to meet community needs.
- We focus on results.
- We are humble, hopeful and act with a sense of humor.

BACR Student Best Practices:

- We don't give up, we are responsible and honest
- We are always learning, stretching, growing, and creating
- We are humble, hopeful and have a sense of humor
- We build healthy relationships and are guided by a caring heart
- We recognize the needs and strengths of our peers and support their growth
- We do our best every time in everything
- We will be successful and take advantage of the opportunities to be part of this community

The 5 LIAS Learning Principles

1. Learning that is Active

Learning and memory recall of new knowledge is strengthened through different exposures – seeing, **3**

hearing, touching, and doing. After School activities should involve young people in "doing" – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based.

2. Learning that is Collaborative

Afterschool programs should help young people build team skills that include listening to others, supporting group-learning goals, and resolving differences and conflicts. Collaborative learning happens when learners

engage in a common task where each individual depends on and is accountable to each other.

3. Learning that is Meaningful

Learning is meaningful when youth have some ownership over the learning topic, this means to assess their own progress, and when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is important to all youth.

4. Learning that Supports Mastery

If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become "really good at something." Afterschool activities should be explicitly sequenced and designed to promote the layering of new skills.

5. Learning that Expands Horizons

After School programs should provide learning opportunities that take youth beyond their current experience and expand their horizons. They should go beyond the walls of their facilities to increase young people's knowledge of their surrounding neighborhood and the larger global community.

***The above values, structures, standards and practices make up who we are as an Industry*.**

Welcome to the BACR Family!

II. After School Program Group Leader/Line Staff

Reports To: BACR Program Coordinator

Desired Commitment: Mid-August to mid-June (Full Academic School Year)

Work Days/Hours: Determined by BACR Program Coordinator based on program needs, schedule, and training dates

Qualifications:

- Must have an (a) Associate Degree or higher, or (b) 48 or more college units, or (c) pass Instructional Aide exam ● Must pass criminal background check and TB test clearance
- Must have experience working with youth
- Must have a general knowledge base of core elementary/middle school subjects
- Must possess strong classroom and behavioral management skills
- Must be able to work independently or as part of a team
- Must be able to communicate openly in a professional manner with students, parents,community partners, and after school and school day staff
- Must maintain confidentiality and demonstrate a high degree of integrity

Responsibilities:

- Provide homework and academic support for program participants
- Facilitate and plan academic skill-building activities based on students' skill level and state educational standards
- Give and clearly explain instructions for the assignments given
- Write lesson plans, use learning targets and instructional strategies
- Create, plan, and facilitate engaging enrichment and physical activities for students
- Support students in developing the skills they need to be successful in school and life
- Promote a safe and positive classroom environment
- Actively supervise and ensure student safety at all times
- Model positive and proactive attitudes, behaviors, and language
- Communicate regularly with the coordinator to ensure consistency
- Ensure that all school space, equipment use is left clean and orderly
- Speech, behavior and attire must be appropriate, professional and kid friendly
- Maintain accurate attendance records and reporting procedures
- Meet deadlines with consistency
- Attendance and participation at trainings and staff meetings is a must.

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings
- Ability to work with Excel/Microsoft Office and Web based programs
- Ability to perform basic administrative tasks
- Ability to keep detailed records
- Ability to be punctual and reliable
- Must meet be able to work every day during after school hours and commit to an academic school year (hire date through mid-June) required for the position

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizations Values and Best Practices. ● Maintain goals and priorities in dealing with varying challenges
- Able to be flexible in working with people and organizations with different viewpoints.
- Dedication to Youth Development
- Creative and enthusiastic

III. Policies and Procedures

Cultural Competency

BACR works with diverse communities throughout the Bay Area and we strive for cultural competence throughout our programs. Our communities can and do have diverse backgrounds and cultural competency is therefore paramount to effectively working with our youth and families. Staff who find themselves not feeling

confident and equipped to work with the populations we serve, will have a hard time being effective youth workers.

Student Names

Staff must know all the students first and last legal name and nickname by the end of the first week of school and when new students enter the program. Knowing a child's name is the first step in building a positive relationship with them. All students should also know your name by the end of the first week of the program as well.

Mandated Reporting

Anyone working with children and other vulnerable populations is considered a "mandated reporter," a legal description that refers to persons that are legally mandated to report all suspected abuse to the proper authorities. **All After School staff are mandated reporters and is required by law to report any reasonable suspicion of physical/sexual abuse, neglect or extreme emotional abuse to Child Protective Services (CPS).**

Failure to file a report of suspected abuse within 36 hours can lead to disciplinary action up to and including termination. In addition to this, there will be legal action if the report is not made and harm comes to the child. Staff must talk with their Program Coordinator if they have heard, witnessed or suspect a case of abuse to report. Listen to your gut; if it doesn't feel right, you must talk with your coordinator about the situation.

Staff must also consult with their Program Coordinator and in some cases their ASP Manager on how and when to make a report, who to contact and how to fill out the required form. For more information on mandated reporting, types of abuse and red flags to be aware of, visit: http://www.alamedasocialservices.org and search, "mandated reporting," for more details.

In addition to reporting abuse, mandated reporters are also required to report instances of bullying between students. All CPS and Police reports must be documented noting date and time, circumstances causing a report and signed by the Program Coordinator. The Program Coordinator must forward the documentation to the Program Manager who will maintain the report on file.

Physical Contact with Students

Wrestling, tickling, picking up youth, kissing on the forehead/cheek/hand are appropriate actions to do with your own kids and/or family members. However, these **are not appropriate** actions to do with your students. Maintaining physical boundaries are important for our student's emotional safety and your own. It can be necessary to console an upset child with physical contact particularly with K-2 grade students. **Asking** students if they'd like a hug, if they'd like their hand held, your hand on their shoulder or to have their back rubbed/patted by you is appropriate and pending their answer, advised. In this case, hug students from the side or pending their height, kneel down in front of them and maintain chest separation.

Youth Expectations

Every program has protocols (ie, Positive Behaviour Intervention Strategies (PBIS)) for how students are to act in specific places like the hallways, library, classroom, and cafeteria or computer lab. It is your responsibility to acquire and uphold the expectations set forth by the school and by the program coordinator. Likewise, there are protocols for how students are dismissed to get water, go to the bathroom and walk down the halls. Refer to your coordinator for these protocols.

Supervising Students

Staff is expected to actively supervise students at all times. Staff should know where all their students are at all times. If there is an emergency, contact staff to come cover your class or help with the situation. Active supervision looks like staff walking around the area where students are, engaging with students, and monitoring all areas where students are while in an appropriate and visible space. Staff should not be using their cell phone or other electronic devices, socializing, eating, reading or doing a distracting action while supervising students or during general work hours unless it pertains to a lesson that they are leading or will lead with students. In addition,

staff must be aware of when their participation in activities takes away from a student's ability to learn, grow or experience the activity safe

Field Trips

If a staff would like to take students off school grounds (even by foot) it is considered a field trip. Field trips must be pre-approved by your program coordinator and follow your BACR & district field trip guidelines.

Student Injuries and Incident Reporting

Student injuries are very serious and need to be handled properly for student safety and liability reasons. Severe injuries (ex: sprains, broken bones, blood that will not stop soon after applying pressure) with special attention to **head injuries** (even a bump on the head) should be reported to your Coordinator and documented immediately. Head injuries, even the ones where youth say they are fine can result in a concussion, vomiting, coma and even death.

Communication is key in these situations. You must relay the injury to your Coordinator via your 2-way radio, text or phone call immediately. If the injury warrants a **BACR and district incident report**, staff must fill one out before the end of their shift.

Incident Reports must be turned into the ASP Manager and district contact within 24 hours to maintain on file. The Program Manager must inform the BACR central administrative office (COO or designee). You must also relay all incidents to any staff relieving you or when transferring a group between staff persons (ex: homework and enrichment groups may have two different teachers).

Staff must also follow additional policies and procedures for student injuries that their school district mandates. If a staff is unclear about these policies and procedures, they should ask their Coordinator. Failure to report student injuries can lead to disciplinary action up to and including termination.

When an injury occurs, do a literal "head to toe" verbal/confirmation check of the student paying special attention to their responses and physical behavior (i.e. crying, heaving, eyes rolling back into the head, slow response, and confusion). Start by asking if the student's head was hit and/or hurts, then their face, neck, shoulders, etc. until you finish with their toes. Call your coordinator if their behavior and/or physical appearance is concerning. The coordinator will then call an ambulance if medical attention is needed past basic first aid. They will also call the parents immediately to discuss whether or not the ambulance should take them to the hospital. The coordinator will then follow up with the principal and program manager. It is the responsibility of the line staff to ensure quick communication occurs so that the student injured is properly cared for and that the rest the students remain calm.

BACR maintains liability and accident insurance as required by the District. Consult with your Program Manager **before** offering any kind of financial assistance to parents/family of student's who are injured.

CPR, First Aid and Medications

All coordinators are certified in CPR and First Aid. In any situation where CPR must be administered, or when basic first aid is not enough for a student injury, call 911 and follow the instructions of the 911 operator. Have a student or fellow instructor call for your coordinator. Proceed with caution if you're not certified in CPR and you are asked to do so by the operator before the coordinator arrives.

Staff must follow your district policy on administering all medications and first aid services to students. After school staff **may** administer medication to students after school, **if** they are properly trained to do so by district (nurse) **and** have permission by the parent/guardians. **These staff would need to receive district training on how to monitor for these health conditions, how to administer medication, and how to safely store medication.** In the event of an injury resulting in broken skin, ASP staff will help wash the wound with soap and water using gloves and can provide an adhesive bandage to cover the wound. If a student takes a daily medication, he or she will need to follow the district medication policy when taking their medication. The general policy is that any student who takes daily medication or can self-medicate needs a written consent from the parent and a copy of the physician's instructions on file. Daily medications should be listed on the Student Health Form in the program application. If a student requires the use of a

fast-action inhaler for asthma, or carries an epinephrine pen (or epi-pen) for anaphylactic shock, requires insulin for diabetes, or any other on-going medical need, please notify the Program Coordinator *immediately!*

Missing Student

The general procedure for a missing child is to

1st ensure the child wasn't already picked up by checking the sign out sheets.

2nd ask the other students in the room if they may have seen the child leave and if so, where they went. 3rd contact the Coordinator immediately and provide them all the information you know so that they can confirm where the child is, **do not** stop at step 2.

The coordinator will ensure that the student was present in the school day, with school day teacher, attendance clerk or other school day staff, and that the student signed into the after school program with a supervising adult. Once confirmed, via sign in sheet and verbal check in with the instructor, they will contact the parent so they can check with family members and friends. At this point if we have no leads we will call the Police. The coordinator is to inform the principal right away and **stay at the school until the child is found.**

Staff must ensure they are following all sign in/out procedures set at each school accurately with paying close attention to detail and ensuring students are **only released to adults that are on the pickup list.** During the program, staff must periodically do a head count with their students to ensure all students are accounted for and utilize class rosters.

Staff must follow the site level policies and procedures for when a student is missing. If a staff member is unclear about these policies and procedures, they should ask their Coordinator. Failure to report a missing student can lead to disciplinary actions up to and including termination. ALL action taken following a missing student must be documented noting date and time, steps taken to locate the child and resolution. The Program Coordinator must sign

documentation.

Behavioral Management Protocol

Please consult with your program coordinator for site-specific protocols. Most BACR After School Programs align their disciplinary policies to those used during the school day to support school culture. It is expected that all after school program staff use the behavior management practices that their program has outlined. Staff must use behavior management strategies that are consistent with youth development principles, student reflection and growth. Corporal punishment, using your hands (grabbing clothes, nudging, pushing, etc.), verbally and physically intimidating students, physical punishment (pushups, running laps, burpees, etc.), aggressive language and tone, profanity, humiliation, shaming, (including sarcasm and insults meant as a "joke") and having student write or copy lines are not acceptable forms of behavior management. Supervisors can help you develop strategies for behavior management that are consistent with site policies and support youth development.

Student Fights

If you see a fight between students, go toward the scene of the violence but do not get in the middle. Use your walkie talkie to call for backup or send a student to find your Coordinator and/or School Security Officer. In a strong voice, tell students that they must stop doing what they're doing. Tell any onlookers to leave the area. Call students by name if you know them, and tell them specifically where to go. Tell onlookers, and those involved in the aggression, the consequences of not following your
directions. Make note of the onlookers as we will need to get their witness statements. If the situation does come to blows, tell the students to stop. Never get between students who are fighting. Use your best judgement on your level of physical involvement.

After the incident, your Coordinator will complete the BACR Accident and/or Special Incident Form as well as the district incident form. You and any witnesses will be asked to write your statement of what happened. Your Coordinator will share the investigation documents with your BACR manager and Human Resources.

Crisis Response Protocol

In the event there is a crisis on campus, communicate with your supervisor immediately. In the event the crisis occurs outside of your presence and your supervisor is unable to communicate with you. Keep your students calm, engaged and in a safe place until such communication is possible. Depending on the severity of the incident you may be asked to give statements in various capacities. **Under no circumstances are staff to talk to parents, students, school or district personnel, the media or to post on social media outlets regarding a potentially confidential situation for the sake of any potential investigation that may occur.**

Dangers on Campus and Lock Downs

When there is a stranger on campus your Coordinator must enact a "**LOCK DOWN**". When there is police activity in the neighborhood your Coordinator must enact a "**LOCK OUT**" .Each school and district has a different procedure. Refer to your Coordinator for guidance on how it will look at your school if one should happen. The general procedure when you feel like a lock down or out needs to take place is that you communicate that to your Coordinator and team immediately . Gather students to a safe place while your Coordinator contacts the proper Authorities, Principal and Program Manager.

Outside Providers

We work with various outside providers and/or entities, therefore, we expect BACR staff to work with people that are not BACR staff and model our BACR Collaborative Best Practices.

Lesson Plans

Staff are expected to complete lesson plans and turn them into their Program Coordinator at the assigned due date using the BACR Lesson Plan Template. In order for staff to be better-prepared and organized, staff will need to complete thorough lesson plans for EACH activity they are scheduled to lead unless their Program Coordinator directs them.

School Alignment

One of the biggest reasons an afterschool program is successful is how well it integrates seamlessly into the school day environment. Instructors have a key role in how well this happens. Day rules, culture and ideals need to be reflected in our program through its policies, procedures and how we do our work with students. Pay attention to your school's culture so you can align with it.

Gardening Activities

All tools need to be youth size when working with small children and be given with an explanation on proper use and safety. Avoid using power tools or adult sized tools with small children.

Music and Dancing

Music is a great way to create a fun and exciting atmosphere. Beware of playing the radio, as some songs are not suitable for some age groups. Instead, create an online playlist or CD with clean songs on it to play during the program. The same applies to any dance classes. You must use clean, non-violent, non-sexually suggestive songs without any drug references, at all times.

Homework Time

Homework time should be considered just as important as your enrichment time. Think carefully about how you will

create and uphold a positive learning environment where students aren't afraid to ask for help or take risks. Think about how your students will learn life skills like goal setting, time management, taking notes and organization. It's also important that you develop clear expectations for students on how to ask for help and how to work together during homework time.

Physical Activities, Sports Teams and Dodgeball

Staff is expected to be a positive role model and provide an atmosphere of teamwork and collaboration, creating and maintaining a safe and healthy environment for students. Instructors are responsible for upholding youth behavior expectations and sportsmanship expectations in these activities.

Your role as a supervisor is as a coach, a trainer, and a non-team player participant and as a referee. Your role is to teach the game, sportsmanship, and teamwork and demonstrate skills and strategies; engage as a coach rather than as a competitor.

Activities must have clear play area boundaries ("the tag zone is from here to there, within these two lines"), they must have a safe area to play, clear of hazards and have clear rules to avoid injury ("we are using butterfly tagging and

we are speed walking, not running in this game"). Staff is also to ensure that teamwork and sportsmanship rules apply at all times and ensures that the game is being played fairly in accordance to the rules.

Games where there isn't a winner should be played in the instance where a safe and caring community is not built yet between the students.

Dodgeball is a game that is loved by almost all students and adults…until someone gets hurt. If you choose to play dodge ball as an activity, ensure that safety rules are in full force, that games are separated by age groups and that only soft, foam balls are used. Safety rules should include:

1. No hitting above the waist.
2. Speed walking only
3. Outside activity
4. Two teachers to referee, one for each side of the court.

Healthy Food Policy

We have a A healthy food and drink policy for all staff and students. Classes that involve preparing food with students should be researched so that youth are constantly exposed to healthy alternative food choices. Students should not be rewarded with candy and other incentives that promote unhealthy food choices. Instead, reward them with new/special experiences, self-pride and public recognition. Staff should model healthy behaviors when on campus with our students and families. No soda, candy, chips, fast food etc.

Grant Compliance Expectations

The main way grantors monitor our programs compliance practices is auditing our sign in/out sheets. Please ensure that you adhere to all sign in/out procedures (both student and staff). Our maximum ratio requirement (20 kids to 1 adult), **your attendance at work is critical in meeting this requirement**. Program requirements cannot be changed. Each student should receive an enrichment, academic and physical dosage **daily** to be in grant compliance. Changing these dosages are not permitted. Snack procedures should be followed daily.

BACR Safety Policies

BACR has online safety training through Safe Schools. Your coordinator will assign these training sessions to you on a monthly basis. There is a BACR Safety Binder for each site that your program coordinator should have accessible to all staff. In addition to these general policies and procedures there are safety policy procedures that BACR has enacted for the continued safety of our students. Please verse yourself in these policies and procedures, as you will be held accountable to them. **Please refer to "BACR Employee Handbook" for more information.**

Staff Attendance

Attendance is critical. It is expected that you are in attendance for all 180 school days. Your work schedule will be set by your supervisor and given to you upon hire, but is subject to change. All staff members are expected to arrive on time, every day, and work their scheduled hours. All staff are expected to punch in and out on Paycom, daily. Paycom has an app for phones and is available online. This lets the school community know who is in the building. Scheduled staff meetings, agency events and training are considered part of your work schedule and all attendance policies apply. Employees are expected to schedule appointments, classes and other commitments outside of work hours to allow them to attend work every day for the full duration of their shift.

You must align your time off with school breaks and holidays. We understand that on occasion you might have obligations that conflict with your work schedule. In these cases you may request unpaid time off. Unpaid time off is granted at the discretion of your manager depending on staffing coverage and site needs, and your work performance, including attendance. Please provide your manager as much notice as practically possible, but at a minimum 2 weeks prior to the time off.

The following dates below have been designated as "**Blackout Dates**". "Blackout dates" are times when time off is not approved for crucial periods during the School Program.

-First thirty (30) days of the school year

-Last thirty (30) days of the school year

Extenuating circumstances to time off during this period is at the discretion of the Manager for approval.

Illness / Emergencies/Leaves

If you are ill or have an emergency that prevents you from coming to work you must contact (Phone call/ Text) your supervisor with as much advance notice as possible. Please note that if you are out sick **3 consecutive days** or more your supervisor will request a doctor's note for documentation. **Please refer to "BACR Employee Handbook" for more information.**

No Call/No Show

BACR expects that employees will report to work each day, and if they cannot be at work for some reason, they must follow the call in procedures. Failing to do so will result in a written performance discussion. Employees who fail to call in, or report to work for three (3) consecutive days may be terminated for job abandonment. **Please refer to "BACR Employee Handbook" for more information.**

BACR Email Usage

BACR will provide all staff with an email account. Use only this account for BACR business and nothing else. All agency communications including HR, Payroll and important announcements are distributed through your BACR email account. Do not use your personal email for work related activities.

Cell Phone and Electronic Usage

Staff should not use their cell phones or any other electronic devices for personal use during work hours. If **11** staff should need to use such a device for an emergency, they must ask for approval from their coordinator and get coverage for their group if they are supervising students.

Staff Injuries

ASP Staff must report any injuries that occur during work hours to their Program Coordinator. In addition, staff must fill out a BACR Incident Report. Based on the assessment of your injury further actions may be required such an On-Site visit or referral for more serious injuries to a Workers Compensation provider. For further information see "BACR Employee Handbook".

Assignments and Due Dates

Staff is responsible for submitting assignments and paperwork on time. There will be zero tolerance for late assignments and paperwork. If, for some reason, an extension is needed for any assignment, it is the staff's responsibility to communicate this to the Program Coordinator 24 hours prior to the due date. If it is not communicated to the Program Coordinator in a timely manner, disciplinary action will follow immediately.

Daily Schedules and Responsibilities

Each site will have a daily schedule with assigned responsibility. The flow of the program depends on each staff adhering to the daily schedule. This also pertains to program transitions. It is critical that each school site team work together to complete their daily responsibilities; so that staff start the program on-time, are in the welcome area ready to tinteract with and greet children, and are prepared to lead great lessons.

Sign in/out sheets, Timesheets and Approved Hours

Staff must sign in on a sign in sheet, daily, no later than their start time but also as soon as they arrive on campus. Staff is also expected to sign out and leave campus by their end time, daily.

Staff must approve their Paycom time card on the day that they are due (as set by their supervisor). Timesheets need to be complete and accurately reflect only the **hours worked** that are recorded on the sign in/out sheet (using the previous example, your time sheet would reflect 2:15 since that is the start of your paid shift.) All hours worked outside of your normal work schedule must have written approval from your program manager, including over-time. If overtime is worked without prior permission, disciplinary action will follow immediately. Under no circumstance is someone to sign in/out another staff, or complete/approve a timesheet for another staff. Lastly, falsifying hours or late submission of timesheets can lead to disciplinary actions up to and including termination.

The time entered should reflect the actual time they started and ended work down to the minute, and should include the employee's meal break. At the end of each pay period employees must approve and electronically sign their timesheet to verify the accuracy of the time entered.

Professionalism and, Acting with Integrity

Staff should not give their personal information, such as phone number, address, etc. to youth and/or families. This exception applies to site coordinators and sites that have program assistants.

Staff is to follow directions and tasks assigned by their supervisor. Staff's refusal to follow directions as outlined in the job description is grounds for disciplinary action up to and including termination. Staff is expected to conduct themselves in a professional manner in public spaces (training or workshops, entering BACR offices, etc.), when they are interacting with students, parents, school staff, each other, their coordinator and other stakeholders. Openly, "gossiping" about students and families is also unprofessional and should not happen for any reason. Staff expectations are to use appropriate tone, verbiage, word choice, and body language in all interactions. Cursing, threatening behavior or using inappropriate language in an educational and professional environment will not be tolerated. Staff should model appropriate anger management and conflict resolution skills for their students. Please see the grievance policy for the appropriate process to resolve any disputes that may occur while at work. **Please refer to "BACR Employee Handbook" for more information. 12**

After school staff are prohibited from fraternizing or "dating" school day staff that have authority over the afterschool program. If there are any incidents between you and any adult, inform your supervisor and fill out a BACR staff incident form immediately. All employees must abide by your school & district conduct codes.

Dress Code

All staff must abide by program, school & district dress code policies. Dress that violates the BACR dress code includes but is not limited to: low cut shirts, shirts showing undergarments, tight clothing that draws attention to distinct body parts (including tights/leggings that are worn without a long shirt/dress, yoga pants and jeans), and clothing or accessories with slogans or images that reference: sex/sexual acts, drugs, alcohol, violence, or gang affiliation. This type of dress is never acceptable on the school site or during work hours. Employees must arrive to work in attire and shoes that allow them to participate in all youth activities and respond without hindrance to emergencies**. High heels, flip-flops, open toed shoes and shoes that do not cover the entire foot, are prohibited due to safety reasons.** We want to keep all employees safe. Employees will be sent home without pay if the Program Coordinator or their designee deems their attire inappropriate. Remember that we are role models; you are expected to come to work with clothes that are professional *and* functional.

Blue Shirt Friday's and Identification

Upon hire you may have been given a blue BACR shirt. With district and site approval, we ask all after school staff to wear their blue shirt every Friday (if you are required to wear them daily, you will be given more than one blue shirt). All staff at each school, including coordinators and managers will be wearing our shirts on Fridays as a way of staying connected to one another and showing BACR pride to the community. We also ask that staff wear their shirts on the first day of school and during special events throughout the school year so that you are easy recognizable to students in a group of other adults.

In addition to your blue shirt, you should be wearing a BACR lanyard with an identification badge from the district or your program. Please wear them as directed by your district and/or Program Coordinator.

Site Transfers

BACR does not encourage moving staff from site to site during the school year. Please consult your coordinator if a specific situation arises.Coordinators will need to obtain manager approval. Communication and transparency will ensure a potential smooth transfer.

Coaching

As an agency, we strive to coach, develop and give the necessary training to all staff. We strive for our staff to adhere to our best practices around being continuous learners - stretching, growing, and innovating during the improvement process.

Grievances

Staff should follow, but aren't limited to using, the chain of command if there are grievances. In addition to their direct supervisor, each site has a BACR program manager for staff to contact if they feel it necessary. Likewise, staff can contact the After School Program Director for further support. In some cases, BACR's HR Director, COO or CEO will be consulted.

Volunteering

Staff are not allowed to volunteer their time (not get paid) when performing services within their job description or during mandatory professional development. This includes normal work hours, training, and prep time or event supervision. Staff must get paid for all hours worked, therefore must not work outside of their work schedule without written permission from their program supervisor/manager. If outside professional development opportunities are taken by any staff and it is not mandated by BACR, staff will not be paid.

Drug and Alcohol Use

Drug and alcohol use are not permitted during work hours or on school campuses. In addition to this, arriving at work under the influence of drugs and alcohol or smelling of drugs or alcohol can lead to being sent home without pay, and disciplinary actions up to and including termination.

Use of Personal Vehicle and Driving Students

Under no circumstances are staff permitted to drive a student in their personal vehicle unless it is for a special event that warrants the staff to fill out and be compliant with the BACR driver authorization form (which can be found in the field trip packet). Staff may drive students in district, program or BACR transportation vehicles if they are approved to do so by their program manager and district. All staff driving students during work hours must refer to the BACR "Use of Personal Vehicle Policies and Procedures" which includes the submission of a valid license and proof of insurance. Events that occur after hours and/or weekends must be approved by the Program Manager and must follow all Field trip packet requirements.

Confidentiality

In this position you have access to personal records for students and knowledge of a student's home life and other sensitive topics like behavior plans. Please ensure that we keep our students' information private from people who do not need to know such information about our students and families. Please also share only with your supervisor CPS related issues or

concerns. Student files of ASP participants, incident reports, CPS/Police reports must be maintained in a secure locked cabinet and/or secure electronic file. Inform the Program Manager of the location of files.

Social Media

BACR supports the use of social media and online platforms (including websites, blogs and forums) by staff members to assist in their professional duties and to create an online presence that facilitates staff, parent, students, and community communication. Any and all communication with students through social media, or other online platforms, must be limited to matters directly related to the employee's professional duties. Staff must exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off campus, including through digital communication by strictly adhering to the following:

1. Limit On-Duty Use - Use of Personal Technology for non-BACR business should be limited to off-duty time and designated breaks.

2. Work/Personal Distinction - Staff members are encouraged to maintain a clear distinction between their personal social media use and any BACR-related social media sites.

3. Student Photographs - Staff members may not send, share, or post pictures, text messages, e-mails or other material that personally identifies students on any electronic format, unless parental/guardian consent is acquired.

4. Professional Behavior - To avoid jeopardizing their professional respectability, employees are encouraged to use privacy and other protection settings for the personal online presence. Despite privacy settings and protections, staff members are reminded that there is no privacy on social media and all information online may ultimately be accessible to the world, this includes supervisors, colleagues, students and parents.

5. Personal Social Networking and Media Accounts - Because online content can be spread in mere seconds to a mass audience, BACR encourages employees to ask themselves before posting any information online whether they would be comfortable having this information printed in the newspaper alongside their photo or shared with their students, students' parents, or their supervisor. Educators must give serious thought to the implications of online activity. If you would not bring it into the classroom, do not post it online.

6. Responsible Online Identity Monitoring - Employees are encouraged to monitor their "online identity" on a routine basis in order to prevent their identity from being fraudulently compromised or simply to track information posted about them online.

7. "Friending" students/contacting students outside of professional duty - Employees should not have online

interactions with students on social networking sites outside of those forums dedicated to academic use or other BACR related activities, clubs, sports, etc. BACR employees' social networking profiles and personal blogs should not be linked to BACR's students' online profiles. Additionally, BACR employees should use appropriate discretion when using social networks for personal communications and should limit this activity to off-duty hours and the use of their own electronic communication devices.

8. Contacting Students as part of professional duty - BACR employees should only contact BACR students for educational purposes and matters directly related to the employee's professional duties. Employees should treat such communication in a professional manner as they would in the classroom or professional workplace. Parents and BACR managers should have the ability to access BACR-related social media sites a staff member uses to communicate with students. When in doubt about contacting a BACR student during off-duty hours using BACR or personal technology and personal or district social media platforms, the employee should begin by contacting the student's parent(s) or legal guardian through their BACR registered phone number.

9. Mandated Reporter - Employees who use social media are required to abide by the same reporting responsibilities for knowledge gained through their social media presence. An employee who has knowledge of or suspects child abuse shall file a report pursuant to the BACR's child abuse reporting procedures.

10. Use of BACR technology – BACR technology may only be used for educational purposes. Staff should not expect privacy in the contents of any files or in any communication accessed via a BACR technology platform, including email and BACR-issued computers or mobile devices.

Staff may be disciplined for communication and conduct online, through district or personal technology/devices, that BACR reasonably believes will cause actual, material disruption to BACR or school activities or inhibit the staff's ability to perform their job.

The above policy is a comprehensive social media policy that really focuses on the relationships built in social media and the way employees portray themselves and the professionalism in their communications. It also establishes a framework for professional boundaries for its employees and students.

Fiscal Responsibilities

ASP Staff are not eligible to submit the BACR expense report reimbursement form for purchases of any program items and/or materials. All needed supplies are to be coordinated through your program coordinator only, so please communicate your needs in advance and reflect them on your lesson plans. Creativity with current supplies is a skill that all instructors should practice.

I. ADDENDUM

Transitions, Classroom Flow, Classroom Management and Bullying Expectations

Transitions

The secret to a good transition within a lesson plan is that it goes unnoticed by students. Transitions that occur between different parts of the day like snack, recess, homework and enrichment should be fun and entertaining. A song, line structures and, developing student roles can get you from homework, to enrichment time, to recess quickly and efficiently. The key is preparation, routine and structure. Use your

prep time wisely and have materials ready to distribute and/or use. Transitions between activities should be quick, with no lag time as students will understandably get distracted and it will become harder to re-engage them (don't get mad at the students if this happens, instead use an attention getter or song if lag time is needed). Ask your coordinator for lists of attention getters, transition techniques, and grouping strategies to support this important skill in youth work.

Classroom Flow

Start on time and warmly greet each student. Open with a check-in and opening circle (10min). Introduce or review the topic and goal of the class and connect the material to the school day as well as the student's life in order to create a meaningful connection. Introduce the activity and demonstrate how a student can do the activity giving clear directions (10min). Allow students to plan how they are going to

approach the activity or project. Step back and allow the students to complete the activity in their own way allowing for choice and voice. Use open-ended questions, small groups and new challenges to help youth explore their own thought process as the project/activity continues (30min). Allow students to share their work and explain the choices they've made to others (15min). Allow time to reflect on how they connected to the activity personally and what they will take away from the activity (how did this activity make you feel about…? How has your opinion changed or stayed the same from the beginning of the class to now? Why did you all feel…?) (10min). Allow time to get feedback on the activities logistics (too long, to short, what would you change?). Close with appreciations and dismiss (15 min). You may choose to discuss what the students will do in the next class so they can think about what they want to learn and/or contribute to the next class.

Classroom Management Tips and Expectations:

Use **attention getters** (1, 2, and 3 all eyes on me!; If you hear me clap once; if you hear me touch your nose; there's a storm coming; shhhhh!) to get the attention of your groups. Staff should not use a whistle or yell for quiet or attention as it defeats the purpose and jars most youth. It also comes across as demanding and adult centered. Instead, use music, a chime or a gong which has a soothing effect.

Use fun **grouping strategies** (number off the group, play the boat is sinking, line up tallest to shortest, match students by similarities, etc.) to break up clicks and for youth to get to know each other. Do not have students pick their own teams or partners, as this is very traumatic for most if not all youth if they aren't picked. Ensure **transitions** between different sections of your lesson plan are smooth and seamless.

Bully Behavior Prevention

Most districts have a district process to follow when supporting students around bully behavior. It is imperative that instructors handle situations of bully behavior immediately when students report they are being bullied. All staff should include their Program Coordinators in any potential bully situation and complete any necessary written reports in a timely manner. Staff and other students should mediate disrespectful, tense, exclusive, angry, hostile behaviors immediately. Negative behaviors (even in a joking manner) such as rudeness/sarcasm, bragging, insults, "trash talking," negative gestures or other similar actions must also be mediated by staff and students immediately. Patterns of such behavior should be recorded as it may result in a bully behavior situation in the future.

II. ADDENDUM - Virtual Program Expectations

BACR Regular Program Staff Expectations:

- ➔ You are always on time and prepared.
- ➔ Assignments will be turned in on time.
- ➔ Students are never to be left unsupervised.

- ➔ Students are always safe and engaged.
- ➔ Your full attention is on the students and their well being at all times.
- ➔ You ensure that all school space you use is left clean and orderly.
- ➔ Your speech, behavior and dress are always appropriate and kid friendly.
- ➔ You attend work as scheduled, and that you contact your Coordinator with as much advance as possible in the event that you will be absent or tardy.
- ➔ You will deliver well planned, engaging lessons that are aligned with academic and enrichment program goals.
- ➔ You will act in accordance with all program policies and procedures.

BACR expects the following while providing Distance Learning Instruction: ➔ <u>No distance learning can occur without expressed approval from a Site Supervisor</u> ➔

Setting up your work environment is crucial for 100% participation and engagement ◆ **No driving** while on zoom or live virtual instruction with students.

- ◆ **All staff cameras should be on** unless there are extenuating circumstances.
- ◆ When working with students **all videos must be on**.
- ◆ Always **disable private chat** capabilities.

➔ Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not maintain personal contact with a student outside of school by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or school principal.

➔ Conversations must focus on conducting **a wellness check in, to share resources, or to provide support for distance learning assignments/activities.** We understand that staff may need to contact families to share school resources, 20.21 registration information, and or just to say hello.

➔ The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting.

➔ Any conversations made during a distance learning activity shall not include confidential support services/therapy, nor shall youth/family confidential information be shared. ➔ Student Information Privacy: Avoid including sensitive information in any documents or websites that are not private, for example: posting Google classroom codes, student email addresses, and passwords, or any links that would allow public access to this information.

- ◆ **Screen shots, photos, and recordings of any students are not allowed.**
- ◆ While conducting a virtual classroom or small group, staff cannot divulge personally identifiable student information; and should not require or encourage students to do so. While these classes should only be attended by students, there is no guarantee that there are others watching or hearing the class from the student's end. All participants should be mindful to discuss the topics of instruction but not personally identifiable student information.

➔ If BACR staff visually observe, hear or otherwise learn of potential child abuse or neglect during video, audio or electronic contact (i.e., have reasonable suspicion of abuse or neglect), they must file a child abuse report by making a call to the CPS hotline as soon as possible and by filing a written report within 36 hours. Child Abuse Reporting Requirements and complete the appropriate District documentation.

➔ Etiquette, dress, working with a camera on you

- ● BACR ASP Dress norms are still in effect
  - ● Check your background, ensure that you are not displaying anything that is inappropriate for a youth to see (you are letting youth into your home). If need be, put up a screen behind you.
- ● Are you backlit? Make sure you are not in front of a window that is directly behind you. Ensure that your face is visible to students.

➔ **All school grounds staff policies and procedures will continue to be upheld during any distance learning activity.**

➔ **<u>FOR SAN FRANCISCO</u> -** Informing Families and Administration:

- ◆ SFUSD expectations: Get Admin approval to do Synchronous (Live) distance learning and/or Asynchronous (Pre-recorded) learning
- ◆ Once approved - Use this template to draft a letter, explaining what services your site will

provide. Ensure that the letter is translated in the appropriate home language(s).

- Ideally for Synchronous Learning, there should be a schedule in place, ie, Art with Jeff on Tuesdays from 10:00 - 10:35am, Rec with Kim on Thursdays from 2:00-2:30pm

III. ADDENDUM -

Follow school health school protocols during Covid-19

Updated February 28th, 2018

Bathroom Policy

1. Students must ask permission to use the bathroom.
2. Students may not be denied access to bathroom breaks.
3. All K-5 instructors will take their class to the bathroom during a designated time(s) as a group. This time must be built within a sites program schedule and will be determined at each location.
    a. Program Schedules must reflect K-5 bathroom breaks.
    b. If multiple bathrooms are available, program will separate bathrooms by K-2 and 3-5
4. We train instructors to contact another staff person when feasible. In the majority of situations, staffing constraints prohibit an escort system. In the buddy system, we instruct the pair that one buddy stay outside while the other uses the restroom.
5. Outside of designated bathroom time(s), when appropriate and possible, we train instructors to contact another staff person when feasible, in an Escort system. In the majority of situations, staffing constraints prohibit an escort system. In the buddy system, we instruct the pair that one buddy stay outside while the other uses the restroom.
    a. Escort System: a staff person escorts the youth to the bathroom. This can be the staff person who directly supervises the youth, or another staff person who is called in specifically to walk a youth(s) to the bathroom. The staff person acting as escort will remain outside of the bathrooms and monitor the time and surrounding area.
    b. K-5 grade students are allowed (if absolutely necessary) to use the bathroom, utilizing the Buddy System.
    c. Buddy system: a partner will escort the person who needs the bathroom. This Buddy will wait outside the bathroom and ensure that the person who needs the bathroom is timely and safe. One pair per classroom may go to the bathroom at a time. Buddies will be provided with a Hall Pass.
    d. Staff shall check in within 5 minutes if the pair has not come back, or still in the bathroom., utilizing any of the following techniques:
        1. Staff shall write the names of students and the time they left for the bathroom on the white or chalkboard. Line Staff must maintain situational awareness.
        2. Staff shall use bathroom logs: Each instructor will have a Bathroom log. Students will sign out of the classroom with the time they left, their name, and the name of their buddy. Upon returning, students will sign in with the time they returned.

        3. Popsicle Stick Method - Make a Popsicle Stick for each student by writing each name on a popsicle stick, or the student number. Use a cup or mug to hold the Popsicle Sticks for the entire class.
        4. When a student needs to use the restroom, they will grab their popsicle stick from the cup and hand it to Line Staff. Line Staff will provide the youth a hall pass and youth will place their popsicle sticks on the table, indicating that they are in the bathroom. Staff shall note the time that youth left the room.
        5. Staff shall notify the Program Coordinator by walkie talkie if students have not

returned within the 5 minute period.

6. When possible, it is BACR's policy that programs have access to bathrooms adjacent to the yard.

7. The same above policies will apply to 6 - 8 programs with the exception that 6 - 8 youth may go to the bathroom alone. One youth per classroom at a time.

8. 9 - 12 grade youth must check in with their instructor before using the bathroom while in structured activities. BACR encourages 9-12 grade youth to go to the bathroom during passing periods.

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL ADDENDUM ACKNOWLEDGEMENT 19

I have received, read and understand the expectations outlined in the BACR ASP Instructor & Bathroom Policy Addendum.

_____ _____ _____

Print Name Signature Date

IV. Staff Expectations and Acknowledgement

BACR expects that:

- You are always on time and prepared.
- Assignments will be turned in on time.
- Students are never to be left unsupervised.
- Students are always safe and engaged.
- Your full attention is on the students and their wellbeing at all times.

- You ensure that all school space you use is left clean and orderly.
- Your speech, behavior and dress are always appropriate and kid friendly.
- You attend work as scheduled, and that you contact your Coordinator with as much advance as possible in the event that you will be absent or tardy.
- You will deliver well planned, engaging lessons that are aligned with academic and enrichment program goals.
- You will act in accordance with all program policies and procedures.

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL INSTRUCTOR ACKNOWLEDGEMENT I have received, read and understand the expectations outlined in the BACR ASP Instructor Handbook, the BACR Employee Handbook available on Paycom, and the expectations outlined in my job description and evaluation. I understand that I am accountable for meeting all of these expectations I agree to adhere to

all expectations outlined in the above-mentioned documents as well as site specific and other expectations outlined by my supervisor or other BACR HR representatives.

BACR's policy is that employment is "at will." That means you are free to leave BACR at any time, with or

without a reason and with or without notice. BACR also has the right to end your employment at any time, with or without a reason and with or without notice. Although BACR may choose to end your employment for “cause,” cause is not required.

Further, BACR has the right to manage its workforce and direct its employees. This includes the right to hire, transfer, promote, demote, reclassify, lay-off, terminate, or change any term or condition of your employment at any time, with or without a reason and with or without notice, unless otherwise required by law.

In addition, many BACR employees work at sites that are within other workplaces, schools and community centers for example. In such contexts, continued employment with BACR is often subject to approval of the entity that operates that other workplace (school districts, for example). In the event that an outside entity requests termination of employment, BACR may be required to comply in accordance with applicable contacts and law. In such an event, BACR may attempt to place the displaced employee in a comparable position at another location, though it is under no obligation to do so. No BACR representative is empowered or authorized to modify this at-will relationship other than BACR’s Chief Executive Officer, and then only in an express written agreement signed by the Chief Executive Officer and you.

This BACR Employee Handbook sets forth the entire agreement between you and BACR as to the duration of employment and the circumstances under which employment may be terminated.

_____ _____ _____

Print Name Signature Date

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL ADDENDUM ACKNOWLEDGEMENT

I have received, read and understand the expectations outlined in the BACR ASP Instructor Transitions, Classroom Flow, Classroom Management and Bullying Expectations Addendum.

_____ _____ _____

Print Name Signature Date

School Site Emergency Contact Form

Employee Name _____
School Site_____

Emergency Contact Info:

(1) Name_____
Address _____
City, State, ZIP _____
Home Telephone # _____ Cell # _____

(2) Name_____
Address _____
City, State, ZIP _____
Home Telephone # _____ Cell # _____

Medical Information:

Food Allergies _____
Medication Allergies _____

Employee Signature _____ Date _____

*Coordinators: Please scan a copy to HR/ Save for your emergency binders

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-115ExLO

EXPANDED LEARNING LEAD AGENCY FOR EXPANDED LEARNING OFFICES

*** Submit proposals and all questions/inquiries to:**

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

email: procurement@ousd.org
phone: (510) 434-4337

Proposals Due:
03/31/2022 at 2:00PM

THE TERMS AND CONDITIONS OF THIS CONTRACT ARE GOVERNED BY THE CALIFORNIA EDUCATION AND PUBLIC CONTRACT CODES.

Submission Deadline & Process:

Bids must be received prior to or on **March 31, 2022 at 2:00pm**

Provider to submit:

(1) Hardcopy Proposal
(1) USB - Electronic RFP version

Proposal shall be clearly marked: **"Response to RFP No. 21-115ExLO**"

Proposal shall be submitted to:

OAKLAND UNIFIED SCHOOL DISTRICT
EXPANDED LEARNING LEAD AGENCY
FOR EXPANDED LEARNING OFFICES
Attention: PROCUREMENT DEPARTMENT
900 High Street
OAKLAND, CA 94601

Bids received later than the designated time and specified date will be returned to the proposer unopened. ***Facsimile (FAX) copies of the proposal will not be accepted.***

The District reserves the right to accept or reject any or all proposals or any combination thereof and to waive any irregularity in the bidding process.

Copies of the RFP/Bid documents may be obtained from **Oakland Unified School District, Procurement Department's website** **https://www.ousd.org/procurement**, if you have specific questions or concerns regarding RFP, you may contact us by email to: procurement@ousd.org.

** Applications submitted after 2:00 pm (PST) on March 31, 2022 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

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This RFP document and additional materials referenced within can be accessed at the OUSD website: www.ousd.org/afterschool. Select the "2022 Lead Agency Request for Proposals " link under "Afterschool Programs." Any updates on the RFP process will be posted here and you may sign up for our mailing list, so applicants are encouraged to visit the webpage.

B. Schedule

Event	Date	Info
RFP Process 2022 Announced	March 16, 2022	Save-the-Date
RFP Digital Application Released	March 16, 2022	
RFP Pre -Bid Conference (Virtual)	Session: March 22, 2022 @ 4:00 pm (PST)	Zoom link on Procurement Website
RFP Deadline for Questions	March 25, 2022	
RFP Submission Dates	**March 31, 2022 by 2:00 pm (PST)**	
RFP Proposal/Bid Opening (Virtual)	April 5, 2022 @ 11:00 am (PST)	Zoom link on Procurement Website
Lead Agency Status Notifications	April 12, 2022	
Deadline to Appeal Decision	April 17 , 2022	
Status Notification Publicized	April 17, 2022	
School Site/Lead Agency Confirmation of Partnership	April 17 - April 24, 2022 (tentative)	
OUSD MOU Approval Season	April 2022	
Lead Agency Service Contract	July 1, 2022 - June 30, 2025	

OUSD will use every effort to adhere to the schedule. However, OUSD reserves the right to amend the schedule, as it deems necessary, and will post a notice of amendment at www.ousd.org/procurement.

Proposers are advised that the District reserves the right to amend this RFP at any time. Amendments will be done formally by providing written amendments to all potential Proposers known to have received a copy of the RFP. Proposers must acknowledge receipt of any and all RFP amendments. This shall be done by signing the Acknowledgement of Amendment(s) to RFP form. If a Proposer desires an explanation or clarification of any kind regarding this RFP, the Proposer must make a written request for such explanation. Requests should be addressed via email to:

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

The District will advise all Proposers known to have received a copy of the RFP of the explanation or clarification, by email or by formal RFP amendment via email as the District may in its sole discretion deem appropriate.

What is an RFP? An RFP (Request for Proposals) is a Proposals -based selection process, in accordance with Public Contracts Code section 20111.5. It is a request by OUSD Dept. of Expanded Learning 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 expanded learning after-school program services, after which OUSD will determine which providers are qualified and award contracts based on that determination.

What is a Pre-Bid Conference? A pre-bid conference is an informational meeting open to the public that the OUSD Dept. of Expanded Learning hosts upon releasing the RFP. The pre-bid conference is designed to give interested and eligible non-profit youth-serving organizations the opportunity to receive information regarding the RFP process for OUSD expanded learning programs. This event is designed to provide clarity to non-profit organizations who are interested in applying. Organizations will consider whether they are positioned to demonstrate the capacity to facilitate comprehensive expanded learning after-school program services with fidelity.

C.Required Supporting Documentation

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. These documents do not count towards the 10-page limit for the RFP application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

1) One (1) sample Expanded Learning Program weekly schedule - Please list all activities with a short description of each activity

2) Program budget pertaining to the program schedule (see Application Question 2 in Appendix II for details)

3) Profit and loss statement and/or Copy of 2021 990 Tax Form

4) Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)

5) Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)

6) Copy of organization's 501(c)(3) letter

7) Bank Statements to show proof of operating cash reserves (see Application Question 2 in Appendix II for details)

8) Job description for Site Coordinator and Program Instructor

9) Copy of IRS Letter Certifying Tax Exempt Status

10) Proof of "Active" status with the office of the California Secretary of State

11) Board Roster and Minutes – Include the current board roster indicating officers and affiliations as well as Minutes from the 2022-2023 school year.

12) Signed Letter of Agreement (see Section N)

13) Most recent audited financial statements within 2 years and summary of the audit findings

14) Letters of Reference (maximum of 2)

15) Documents demonstrating fulfillment of minimum Proposals (see Section M)

16) Certificate of current insurance

D. Introduction and Overview

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 expanded learning programs. Programs must support and align with the OUSD's goal of ensuring that every student graduates college, career, and community ready. Eligible providers will be committed to OUSD's strategic plan and shared 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 every day. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults with the express purpose of interrupting inequity, examining biases, and creating inclusive and just conditions for all students to achieve equally high outcomes.

Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO). Through the RFP process, OUSD seeks organizations who demonstrate the capacity to work within the established OUSD model of school and community partnerships and 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 our district, expanded learning system, and community.

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 fee-based 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 Fee-Based 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 fee-based 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. Supplemental school programs will be chosen by the district. Yearly program plans are created through a 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 continue there, 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 elementary, middle, and high schools across the city of Oakland.

When programming is conducted in-person, over 9,000 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 (75%) and English Learners (31%). Additionally, approximately 25% of OUSD after-school participants are African American and 45% 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	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

E. 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 three 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 K-8th Grade students
- 21st Century: $10.18/student/day for K-8th Grade students
- 21st Century ASSETS: $10.10/student/day for high school students
- ELO-P: $10.18/student/day for 1st-6th Grade students
- ELO-P: $19.88/student/day for Tk-K students

Other considerations for the allocations of funds

- Distance/Remote/Hybrid Programming:
    - During a state or national emergency CDE could expand learning programs to have the flexibility to provide adaptive services that best meet the needs of our students and communities and are required by OUSD, Region 4 ACOE and CDE.
- Other considerations for the allocations of funds are that:
    - 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.

F. OUSD Expanded Learning / Program Operation

We know in recent years, the field of education and expanded learning programs had to pivot due to global pandemic, power outage, wildfires, etc. Here in Oakland, approved Lead Agencies must be equipped and have organizational infrastructure to provide remote programs, hybrids, or any other configuration of programs mutually agreed upon in the MOUs.

In addition, 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 students. As school-day teachers focus on providing high quality instruction in the classroom, youth development workers provide high quality expanded learning opportunities to students during the after school and outside of regular school hours when youth are most vulnerable to crime, violence, and risky behavior.

Below is an outline of operational requirements.

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.

G. 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

- To satisfy **21st CCLC E/M**:
  - Educational and literacy component to provide tutoring and/or homework assistance,
  - Educational enrichment component,
  - Physical activity/recreation component, and

- To satisfy **ASSETs**:
  - Educational and literacy component to provide tutoring and/or homework assistance,
  - Educational enrichment component,
  - Physical activity/recreation component, and

- 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)

In addition, **all programs** must provide a nutritious snack or supper each day.

Required Program Hours

- 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.

H. 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 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 highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. 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 of any expanded learning staff changes.

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, 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 extended contracts.

I. 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, MicKinnery-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 for free. 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.

J. 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 June/August 2022 Board meeting.

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 2-3 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.

K. Guidelines for Charging Fees

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

Both the 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 which 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 can not 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.). Fees collected could be deducted from the 21st CCLC grant amount received by the California Department of Education (CDE).

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.

L. RFP Process

Any agency that is interested in serving in the OUSD Expanded Learning Lead Agency (ExLO)role for the 2022 - 25 school year and/or beyond must successfully complete the Lead Agency RFP process and earn *highly recommended* or *conditionally recommended* status, detailed below. Therefore, an organization that does not successfully complete the Lead Agency RFP process or does not earn a *highly recommended* or *conditionally recommended* status will not be contracted with OUSD to serve in the Lead Agency role in the 2022-23 school year. If the OUSD ASPO moves forward with the adoption of an annual RFP as anticipated, organizations that are not selected during this year's RFP process will have the opportunity to qualify as a Lead Agency for future school years beyond 2025. Additionally, any agency that participated in the 2022 RFP and earned *highly recommended* or *conditionally recommended* status does not have to submit a new RFP for three years.

Organizations that submit an RFP by the deadline will be assessed based on their RFP responses, an interview between the community organization and the RFP Review Team, and any additional supporting materials requested by the RFP Review Team to determine the organization's Proposals to serve in the Lead Agency role. Applications that have the potential to earn the *highly recommended* or *conditionally recommended* status and require additional information will be invited for an interview with the RFP Review Team.

Organizations completing this 2022 RFP process will be assessed and scored into one of the following three categories:

1) **Highly Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *all* Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. This *highly recommended* status will be valid for up to 3 years, depending on the organization's successful results in OUSD's annual Lead Agency evaluation process.

2) **Conditionally Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *most, though not all*, of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFP. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFP Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all Lead Agency responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFP Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*. Re-assessment will include results of the annual Lead Agency evaluation process, if the organization is currently serving as a Lead Agency.

3) **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 community organizations that will be shared with Principals and stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFP at a future date when the OUSD ASPO opens up a new RFP cycle, if the organization has made significant improvements in strengthening its capacity to serve in the Lead Agency role. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify an agency of its determination by April 22, 2022 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 Section L.

The school site administrator may choose an approved Lead Agency to work on an annual basis; subject to the District's annual availability of funds, satisfactory contractor performance with respect to meeting targeted attendance goals, the contractor's ability to provide a quality program that supports school and district objectives, community partner evaluation criteria set forth by the District, and/or any other factors relevant to the school site. Beginning in 2022, OUSD will implement a new annual evaluation process to assess each community partner's effectiveness in fulfilling Lead Agency responsibilities.

M. Minimum Proposals

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

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

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 2 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) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate the entirety of a school's afterschool and/or extended 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 of appropriately 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.

N. 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 10 double-spaced pages in response to the four (4) 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 21-22), and that your firm is willing to comply with OUSD contracting requirements.

6) **Sample Program Schedule and Summary:** Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

Applications must be received by**, March 31, 2022**

All applications will be submitted:

- (1) Hardcopy Proposal
- (1) USB - Electronic RFP version

Proposal shall be clearly marked: **"Response to RFP No. 21-114CSSS**"
Proposal shall be submitted to:

OAKLAND UNIFIED SCHOOL DISTRICT
INCREASING POSITIVE CULTURE & CLIMATE
COMMUNITY SCHOOLS STUDENT SERVICES
Attention: PROCUREMENT DEPARTMENT
900 High Street
OAKLAND, CA 94601

*** Applications submitted after 2:00 pm on March 31, 2022 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

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 four (4) titled sections below in no more than 10 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

P. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation demonstrating the capacity to meet the minimum requirements will not have the application reviewed.

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.

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Lead Agencies
Organizational Capacity and District Alignment **(25 Points)**	● Agency has a clear mission and vision that complements OUSD's vision for community schools and college, career, and community ready students. ● Agency can clearly articulate how expanded learning partnership with Oakland schools makes sense for their organization, and why they are well positioned to engage in partnership with OUSD. ● Agency has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. ● Agency has extensive experience working in partnership with school sites and district leaders. ● Agency has organizational experience in the hiring, retention, and provision of professional development to appropriately 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. ● Agency has the capacity to serve OUSD's diverse student demographics.
Fiscal Management and Resource Development **(25 Points)**	● Agency has accurate documentation that highlights how the Lead Agency will allocate funds to run quality expanded learning programs based on grant requirements detailed in the funding description. i.e. 1:20 ratio for 1-12 grade and 1:10 ratio for TK-k programs etc. ● Agency has a strong budget template that clearly illustrates staffing costs, a salaried full time coordinator, supplies, administrative costs and additional contributions to enhanced programming. ● Agency clearly describes how they will secure additional funding to support the contracted funds. ● Agency is able to clearly describe its systems, structures and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record keeping for auditing purposes. ● Agency has audited financial statements and can produce accurate fiscal reports upon request. ● Agency has strong fee structures in place to support a fee-based program. Including processes to identify unduplicated students and ensure that fees are not charge to these families.

Agency Infrastructure **(25 Points)**	● Agency has an organizational chart that supports successful program implementation and clearly describes agency staffing systems, and processes that will ensure that all Lead Agency responsibilities will be fulfilled effectively and with fidelity. ● Agency has designated administrative systems and procedures in place to ensure that expanded learning programs are operating in full compliance of requirements set forth by OUSD and the California Department of Education (CDE). ● There is clearly at least one designated manager/director level staff person in the agency that is the primary point of contact for the OUSD expanded learning partnership. This individual regularly participates in all district expanded learning collaborative meetings, required professional development, provided crisis management, and is regularly present at program sites to support the site coordinator and the school partnership. ● Agency shows capacity to hire and support a clearly designated coordinator at each school site to facilitate and maintain active collaboration with the school site administrator and other school faculty.
Youth Development Expertise and District Alignment **(25 Points)**	● Agency's program model clearly supports youth development. Agency provides descriptions of successes and challenges serving Oakland youth. ● Agency has strong systems and processes in place to support ongoing Continuous Quality Improvement (CQI), including: structured development plans; ● Agency utilizes district opportunities, other partners and the greater community to continuously innovate and grow their youth development practices to better serve the community.

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 Principals for a period of up to three (3) years pending funding availability to select a Lead Agency to administer the after-school program on his/her school site.

Q. 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 posted on the Afterschool Programs page of the OUSD website. 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. Therefore, the District recommends that applicants consult the website frequently, including shortly before the application due date, or sign up for our mailing list (https://www.ousd.org/Page/12206) for updates to ensure they have downloaded all Change Notices.

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 After-School 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.

R. Standard Contract Provisions

Any agency selected from the *Expanded Learning Program Lead Agency Qualified List* by a school site Principal, 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

2022 OUSD Request for Proposals Application (Template)

(Email procurement@ousd.org for template)

ASES, 21st CCLC, ELO-P, and ASSETS After-School Programs

Cover Sheet Template:

Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

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

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?		Yes
		No
If so, please identify the years and durations served.		# 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 questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

1. ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD's 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 educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?

- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Proposals Appendix III to support your experience).

- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.

- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.

- Your budget should also show secured leveraged funds (including program fees),and resources that you would contribute to the operational costs of running an after-school program.
    - Elementary/Middle School Funding: (<u>$10.18 x (65%-total UDS) x 175days)</u>
        - Ex: (100 Unduplicated students x $10.18 x 175day) x 65% = **$115,797**
    - Your budget must detail:
    - Projected Program Fees
    - Staffing costs for service delivery, staff training, and prep time
    - Full time site coordinator
    - Any agency management-level staff who will be paid by grant funds for support of direct service programming
    - Supplies, materials, curriculum, books, field trips, etc.
    - Agency administrative costs not to exceed 4% of contracted amount Note:
        - Your budget does not need to include snack costs

- Describe how your organization will secure fees to ensure that program operations can sustain both ELO-P funded students and fee-based families. Organization's are recommended to have a digital fee platform to accurately track revenue from fees and should be available upon request for audit purposes. How will fees and additional funding help cover the costs of operating an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.

- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to):*
    - Student ratio of 1:20 or better;
    - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)

- Full time school Site Coordinator stationed at each school site during the day
- 85% attendance documented by daily OUSD mandated attendance protocols
- Professional record keeping and reproduction upon request for district audits

- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

4. YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?

- Please review the CDE's quality standards which are accessible on the CDE Website. These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.

- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?

- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

APPENDIX III. Instructions for RFP Application Submission:

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

Required Supporting Documentation Instructions:

All proposals will need to be in a Hardcopy Proposal and USB - Electronic RFP version. Any files missing could result in a disProposal 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
- Profit and loss statement and/or copy of 2020 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 (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- 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 2021-2022 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 (outlined in Section 13)
- Copy of certificate of current insurance

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 MOU SAMPLE CONTRACT

The contract template that is currently being used by lead agencies can be accessed by clicking the following link. However, please be aware that we are in the process of revising the contract template in 2 main respects: (1) the revised 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 (2) that master contract will last for 3 years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently). The other terms will be substantially similar to those in the current contract template.

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

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 Community Schools 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 April 17, 2022 (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, whether by administrative process, judicial process, or any other legal process or proceeding.

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 Executive Director of Community Schools Student Services, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Andrea Bustamante
Executive Director Community Schools & Student Services
andrea.bustamante@ousd.org

Appellants will receive written notice of the outcome of their appeal April 24, 2022. In the event that an applicant's appeal is successful, the agency will be treated as all other prequalified agencies.

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 Qualifications

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

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

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.

Marisa Ramirez 03/29/2022

Signature **Date**

Marisa Ramirez, Expanded Learning Director Bay Area Community Resources

Name and Title of Signatory **Name of Organization**

2022 OUSD Request for Proposals Application

ASES, 21st CCLC, ELO-P, and ASSETS After-School Programs

Cover Sheet Template:

Organization Name	Bay Area Community Resources		
Primary Contact Person:	Marisa Ramirez	Secondary Contact Person:	Gabrielle Guinea
Email:	mramirez@bacr.org	Email:	gguinea@bacr.org
Telephone #:	(510) 559-3025	Telephone #:	(510) 559-3060

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

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
If so, please identify the years and durations served.		No
	18	# 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.		
Alameda Unified, Antioch Unified, Berkeley Unified, Mount Diablo Unified, Pittsburg Unified, San Francisco Unified, San Rafael City Schools, Vallejo Unified, West Contra Costa Unified		
How many school sites does your organization have the capacity to serve as a lead agency?	30-33	# Sites
In the box below, please briefly explain your rationale for this number of sites?		
We are open to discuss other potential school partnerships with a thorough assessment of our criteria and a mutual agreement of a match (principal/agency). Our management structure needs to support 1 manager per 5 schools in order for us to increase school sites.		

1. Organizational Introduction and Mission Alignment

Mission & Vision—Bay Area Community Resources (BACR) is a regional nonprofit agency founded in 1976 whose mission is to promote healthy development among youth and families, encourage service and volunteerism, and build communities. As the largest expanded learning provider serving 105 schools, BACR has provided academic support, enrichment, and physical activity programming in Bay Area communities for more than 30 years, including in partnership with OUSD since 2004 (currently at 27 schools). Our programs are designed and staffed to provide safe and supportive environments to our most vulnerable and marginalized students and families to achieve more equitable academic and social achievements. Our programs' mission statement is to "Empower Youth to Excel, Lead and Succeed." We firmly believe in promoting holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, and share their learnings that will provide meaningful contributions within their communities.

We believe our mission, vision, and programming are aligned with the work of OUSD, including creating safe havens through expanded learning opportunities that support college and career readiness, student voice, and leadership. BACR leads with a caring heart, compassion, empathy, and respect for all students and their families.

BACR embodies the unique capacity to implement and expand district and expanded learning initiatives effectively and on a large scale. The steadiness and tenure of our 10-plus years leadership/management team plays a vital role in making this happen.

BACR Managers and Directors are active participants at the ASPO Directors meetings, districtwide initiatives, or special projects; they take collaborative partner lead roles, participate in learning communities, and regularly volunteer for development opportunities. Our most notable

support and collaboration with OUSD these past years has been the implementation of Distance Learning programming, In-Person Learning Hubs and return in person programming.

BACR's over 17 years of experience working in the Oakland community includes the partnership with OUSD and Oakland Fund for Children and Youth (OFCY), which currently funds 19 of our 27 expanded learning sites. In 2020-21, BACR served more than 3,000 youth across all our K-12 Oakland programs. A major strength of BACR is our ability to conduct ongoing inquiry with the families we serve. As an agency we continuously provide the resources and flexibility to assess, respect, and understand the diverse schools and communities we partner with. We want to assure we are matching the right staff to meet the uniqueness of each school and community; this is essential to a successful relationship. Similar communities as Oakland that we work in are San Francisco, Richmond, San Pablo, Pittsburg, and Antioch. Our experience in Oakland has been in a wide range of communities from east, north, west, and central Oakland. In addition, we continue to widen our Oakland CBO relationships with over 30 CBO partnerships. In support of each of our missions' we also extend training resources, systems resources and provide technical assistance on a regular basis.

BACR believes in supporting the whole child by implementing our youth development promising practices; this supports students' social and emotional development. One way we serve the Oakland community is to provide a civic engagement component in our programming. For example, we facilitate and partner with other organizations in supporting multiple opportunities for students to engage in community service learning projects, youth leadership, and advocacy. We take a proactive approach to learn about all district and Expanded Learning statewide initiatives such as PBIS, Social Emotional Learning, and empowering families to become leaders of change. Our various program areas engage and equip young people with 21st century skills and other social/emotional developmental skills.

Our BACR team prides itself in ensuring that all students are connected with the appropriate resources to be successful. Continuous quality improvement (CQI) is integral to the work we do to ensure effective implementation of high-quality programming. We regularly check in with students, do phone calls, host engagement events (such as literacy nights), and conduct surveys and inquiry work with the students to ensure their voice is always at the forefront of the work we do. We are a partner that works side-by-side with all of our stakeholders, thereby, ensuring continuous staff and program development.

Our Program Coordinators are the primary point of direct contact for the lead agencies expanding learning programs at the school site. Their role is to work with students and families on a daily basis, being a listener, an advocate, and an ongoing resource.

BACR sets high standards for recruiting and retaining staff, and our staff tenure is much greater than the nonprofit industry average. We believe in home-grown management and promote largely from within. At the same time we strive to recruit staff from the communities we serve and/or that have experience working within similar communities.

Our recruitment efforts continue to be increased and enhanced over the last few years; we have tried several new strategies that to-date seem to have been effective. We continue to use word-of-mouth as our primary recruitment method, with a generous employee referral incentive. We also participate in many local and regional recruitment fairs. Our social media marketing efforts are proving to be effective, and as a result of this we have been able to further develop and distribute our recruitment materials. Further, we continuously spread the word within our school communities to hire staff that live within the community. A high percentage of our Coordinators have moved up from direct service staff positions. Lastly, but perhaps the most successful effort, has been to centralize our recruitment

efforts. In addition, we have a robust and dedicated People and Culture (PC) team and our newly-hired Marketing and Communications Manager.

How we target staff to complement the core competencies of each site's specific needs is key to us, and hence a specific required skill set when we are hiring. We hire staff based on their passions, skills set and competencies. A competency assessment is made on the onset of our screening process and when hired becomes part of their performance reviews. Our retention strategies, to name a few, include providing a wide range of Professional Development (PD) opportunities, PC wellness, year-round work for Coordinators, flexibility of schedule, and IA certifications being offered in-house, all without compromising the quality of our programs. Notably, we were the first organization to create the teacher pathway with OUSD. We take a holistic approach in our PD offerings to support our retention and ongoing development of our staff, including offerings on the self (mindfulness, leadership), your student community/family, (PBIS, SEL), and the world (trauma-informed).

We are proud of our strong professional development opportunities for staff, which we conduct annually, monthly, and quarterly utilizing primarily in-house expertise. Each year, all after school staff participate in an innovative BACR Summer Institute before school begins. We continue to focus on a more hands-on approach, where Program Managers, seasoned Coordinators, and other outside trainers model leadership and coaching techniques. In addition, student voice captures activity interests and also culturally relevant activities. Therefore, we keep all this in mind when we hire our staff who match the talents and background to implement these activities.

2. Fiscal Management and Resource Development

Additional Funding—In Fiscal Year 2020-21, in addition to $3,956,000 received from OUSD, BACR has secured $1,872,000 from OFCY, and more than $300,000 from foundations, corporations, in-kind resources, and other sources. Oakland ASPs partner with a good number of our partner

organizations to secure other funding (i.e. STEAM) and/or get in-kind resources. In addition, we contract school day funds from a few of our schools to offer staff more hours and pay. BACR has financial reserves of $3.2 million, enabling us to continue operating for several months despite possible late payments from OUSD. Also, attached is a copy proof of financial reserves. BACR has a robust fee tracking system through salesforce and strong track record of managing high revenue fees for service programs. Our budget structure is comprehensive to serve students under one umbrella, utilizing various funding streams and a commitment to bring in-kind programming and grant opportunities where it is a match. See budget attachment for more details.

Agency's System, Structures, and Process—BACR is responsible for more than 250 separate contracts with government agencies, school districts, and private foundations. These include contracts from OUSD and OFCY, California Volunteers, and the City and County of San Francisco. BACR has an extensive management and accountability infrastructure that has been thoroughly tested. Our Chief Financial Officer (CFO) is a Certified Public Accountant (CPA) with more than 25 years in accounting, supported by a Finance Directors and eight Project Accountants and a Contracts Manager. They use MIP Fund accounting software, a system designed to separately identify revenue and cost by project, grant, and cost center (client). Assigning a specific code to each project, grant, and cost center allows financial reporting that is distinct by contract and segregated from any other project. A Project Accountant is assigned to each program and client. The Project Accountant works directly with BACR's Directors, Program Managers, and Program Coordinators. The Accountant is responsible for bill paying and recording expenditures in appropriate cost centers per the project budget. The Accountant invoices funding agencies such as OUSD. On a monthly basis, the Accountant prepares financial reports including budget reports with budget to actual variance analysis. The Accountant also works with BACR's expanded learning management staff to provide support and general fiscal

oversight of the project. The CFO meets regularly with the Accountant to monitor and review projects and provide guidance and support. The CFO prepares and oversees development of all government cost reports and works with an independent accounting firm to prepare the audit, which is completed every year.

Payroll Processing—BACR employees are paid two times per month. BACR requires timely and accurate submission of timesheets. BACR uses the Paycom payroll system. An analysis of payroll by project is kept on a monthly and year-to-date basis. All employees of BACR are included in the analysis, which tracks the salary allocation of each employee by each project, grant, and cost center. The total year-to-date salary for each employee for all projects is reconciled monthly. The Managers and Directors monitor these reports on a monthly basis.

3) Agency Infrastructure

Please see the attached organizational chart and Oakland expanded learning program chart.

Agency Staffing, Systems, and Processes— Hire, supervise, train, and support program staff and leaders—BACR's East Bay Directors hires and supervises the Program Managers. Each Program Manager oversees a cluster of six expanded learning programs in broad neighborhood areas, and hires, supervises, and trains/coaches the Program Coordinators within their cluster. Coordinators hire program staff at their sites and provide training and coaching. Program staff participate in team supervision meetings at least monthly. Ensure the program meets compliance requirements set forth by OUSD and the California Department of Education (CDE)—Our Managers and Coordinators are trained on all grant compliance expectations and guidelines. We have internal audits and monitor through an Internal Documentation Audits template aligned with the Federal Program Monitoring checklist. Manage grant funds contracted to the agency—BACR's accounting department assigns a Project Accountant to each Program Manager in working closely to manage Oakland expanded learning

program grant funds. They use MIP fund accounting software to monitor revenues and expenditures by funding source.

BACR's Program Managers and Program Coordinators work closely with the school principal at each site, along with the Quality Support Coach and other school leadership. Align program services to school site and district goals and priorities—BACR's Program Directors and Program Managers participate in OUSD's ASPO meetings and trainings and reinforce the district goals and priorities in its Summer Institute trainings, monthly staff meetings, and integrated lesson plans. Ensure the expanded learning program reflects youth development quality standards—Our goal is to hire staff and Coordinators who have a passion and talent/skill set to support youth development. All expanded learning staff receive training on youth development best practices. For example, 85% of returning coordinators and 100% of program managers engaged in the creation and implementation of THC3 (Truth, Hope, Change, Curiosity, and Celebrate) to support Oakland's framework for continuous quality within Expanded Learning. BACR's Directors and Program Managers attend ASPO meetings regularly to identify and align strategies to carry out the above components. Participate in the OUSD evaluation project and engage in an ongoing process of continuous quality improvement based on data—BACR's Program Coordinators are responsible for ongoing inquiry and observations to collect data and make program improvements accordingly.

In addition to the above, BACR employs several systems, structures, and processes to ensure that our programs operate fully in compliance with OUSD Expanded Learning requirements, such as the following: we engage in an annual program planning process (in early spring) with school leadership to develop the expanded learning program plan and budget for the upcoming year. We upkeep and maintain Federal Program Monitoring documentation.

Title and Role of Site Coordinators: Our Program Coordinators are responsible for day-to-day management and supervision of the expanded learning programs at each school site. They are on site 40 hours a week and are the primary point of contact for their school's expanded learning program. Our Coordinators are responsible for school day alignment and connecting with teachers and families. They work closely in some capacity with the school principals, quality support coach, community school managers, school teachers, and staff. They are active participants of School Site Councils, Student Success Teams, COST Teams, school leadership teams, PTAs, and/or school staff meetings. It is critical to the success of our programs that they be aligned with the school day best practices, policies, and to share information regularly on the students' needs. Coordinators hire program staff at their sites and provide training and coaching. Program staff participate in team supervision meetings at least monthly, and develop and follow individualized action plans as needed, but at least twice a year.

4. Youth Development Expertise, Program Quality Assessment Process, and School District Alignment

How Agency Model Supports Youth Development—BACR's expanded learning programming is grounded in promising practices in youth development. Each year, all of our Oakland Coordinators engage in a self-assessment process to move towards positive long-term outcomes. Program effectiveness can then be measured by participants' experiences. We believe that a Safe & Supportive environment is at the foundation of our work. This allows young people to experience emotional and practical support by adults and peers knowing who they are and what's important to them. Through the THC3 framework, we identify two to three of the 12 expanded learning quality standards to focus on part of our CQI. We have an understanding of the twelve standards and are always looking to improve in all areas. Our hope is that we will improve in the areas of Youth Voice and Leadership and Diversity, Access, and Equity. We will partner with outside trainers and implement the standards at the Summer Institute and throughout the school year. A question that comes up for us

is how can we as an organization continue to nurture the collaboration and partnership with OUSD to ensure that these areas of improvement are implemented in an equitable and inclusive manner.

Identify Agency's Strengths and Key Areas for Improvement—Please refer to the supportive documents. Also, as noted above, we believe that a strength of our work is in providing a Safe & Supportive environment while an area for improvement is in further promoting a Youth Voice and Leadership and Diversity, Access, and Equity.

Ensuring Knowledgeable Staff—One of BACR's strengths is that we implement an intentional, consistent approach to youth development to ensure high program quality. To this end Coordinators conduct ongoing program observations for the programs they supervise. They take evidence-based notes on what they are seeing in their programs, then meet with their entire direct service staff to review and assess where they are with the 12 Quality Standards. All BACR Program Managers are trained in the 12 Quality Standards and conduct monthly team meetings with Program Coordinators, at which time they continually revisit and model the Quality Standards to assess program quality in the domains of Safe Environment, Supportive Environment, Engagement, and Interaction.. In addition, Managers conduct site-based Quality Standards training for all staff. Our training throughout the year focuses on specific domains and drill down to topics such as welcoming, opening circles, pair shares, and lesson plans. Using the BACR lesson plan template, our staff internally develop activity lesson plans that capture elements of youth development best practices. This year, we have also had quite a bit of investment with in-house and outside consultants to provide individualized coaching.

Data for Evaluating Program Quality--BACR engages in the CQI cycle with fidelity. Evaluation and assessment are essential in providing evidence that our work is continuously evolving and on the right trajectory. We assess our programs through various ways, including, program observations, engaging our child/parent and other stakeholders in surveys that focus on developmental

assets (academic, social/behavior) and youth participation and engagement. We also evaluate consistent attendance, staff and student retention, and program sustainability and growth. Each year, we engage in an extensive annual planning process where we present qualitative and quantitative goal measures and data benchmarks. In addition, our annual planning process includes reviewing our Program Assessment Rubric, which informs our BACR annual goal objectives and helps inform the focus within our Expanded Learning industry at BACR. Some of the following indicators are continuously used to determine if our agency is making the desired impact: 1) mastery of new social-emotional and communication skills; 2) increased connections to school, peers, and caring adults; 3) improved physical fitness and healthy lifestyles; 4) high rates of regular school attendance; 5) improvements in academic skills and performance; and 6) family engagement in school and afterschool activities.

The measure of these indicators helps guide where we need to concentrate our resources and set forth establishing goals and objectives for the upcoming year.

On behalf of Bay Area Community Resources (Agency), I, Marisa Ramirez, Program Director (name) (Position), declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signature: Marisa Ramirez Date: 3/20/22

Madison Primary 2021-2022 Daily Program Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:30pm-2:45pm			Sign In, Snack		
2:45pm - 3:30pm	Sign In, Snack and Mindfulness Activities	Sign In, Snack and Mindfulness Activities	Mindfulness Activities	Sign In, Snack and Mindfulness Activities	Sign In, Snack and Mindfulness Activities
3:30pm-4:30pm	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Academic Hour Literacy and Skill building with BACR Group Leaders	Community Builders
4:30pm-5:45pm	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Enrichment Provided by: BACR Staff Upward Roots, Destiny Arts and Bay Area Scores	Fun Friday Organized Physical Activities with BACR Group Leaders
5:45pm-6:00pm	Goal Setting Reflection	Reflection	Reflection	Reflection	Goal Setting Reflection
6:00 PM	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure	Sign Out and Program Closure

Snack: Provide a nutritious snack for every student.
Mindfulness Activities: Activities that help improve student's behavior, help with coping and social skills, and lower their stress.
Community Builders: Activities planned by BICcurriculum.
Academic hour: homework assistance, literacy activities include BookNook, and Reading with Relevance and skill building using Math Hoops, and activities designed by BACR group leaders.
Enrichment: specialized services by BACR staff, Upward Roots curriculum, Destiny Arts, and Bay Area Scores.
Goal Setting: Students plan their SMART goals in relation to academic, or personal goals.
Reflection: Students use this time to reflect back on their days and share out with their peers.

OFCY OAKLAND FUND FOR CHILDREN & YOUTH
OAKLAND UNIFIED SCHOOL DISTRICT Community Schools, Thriving Students

2022-23 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

			ASES			ELO-P		Fee Revenue	Agency Funds
Name:		%	esource 6010, Program 15		%				
Site #:									
Average # of students to be served daily	$83.20		OUSD	Lead Agency		OUSD	Lead Agency	Lead Agency	**Lead Agency**
	TOTAL GRANT AWARD		**$152,612.13**			**$70,000.00**		$80,000.00	$6,900.00
	OUSD Indirect (5.00%)		$7,267.24			$3,333.33			
	OUSD ASPO admin, evaluation, and traini		$9,508.54			$4,361.37			
	Custodial Staffing and Supplies at 3.5%		$4,754.27			$2,180.69			
	TOTAL SITE ALLOCATION		**$131,082.07**			**$60,124.61**			
1120	Quality Support Coach/Academic Liaison		$2,500.00			$0.00			
1120	Certificated Teacher Extended Contracts-		$0.00			$0.00			
1120	Certificated Teacher Extended Contracts-								
1120	Certificated Teacher Extended Contracts-								
	Total certificated		**$2,500.00**			**$0.00**		$0.00	**$0.00**
2205	Site Coordinator (list here, if district emp		$0.00						$0.00
2225	Culture Keeper (optional)		$0.00						
			$0.00						
	Total classified		**$0.00**	**$0.00**		**$0.00**	**$0.00**	**$0.00**	**$0.00**
3000's	Employee Benefits for Certificated Teach		$612.50			$0.00			
3000's	Employee Benefits for Classified Staff on		$0.00			$0.00			

3000's	Employee Benefits for Salaried Employee		$0.00			$0.00			
3000's	Lead Agency benefits (rate: 25%)			$0.00					
	Total benefits		**$612.50**	**$0.00**		**$0.00**	**$0.00**	**$0.00**	**$0.00**
4310	Supplies		$0.00	$1,400.00				$4,000.00	$0.00
4310	Equipment		$0.00						**$0.00**
5829	Food		$0.00					$427.00	$0.00
4420	Office Supplies		$0.00					$350.00	$0.00
	Professional Development			$500.00				$500.00	
	Telephone/Internet/ Communications							$1,000.00	
	Travel/Transportation							$160.00	
	Participant Incentives							$1,000.00	
	Total Services		$0.00	$1,900.00		**$0.00**	**$0.00**	**$7,437.00**	**$0.00**
5825	Site Coordinator$52,000 total		$0.00	$55,466.00				$9,534.00	
5825	Program Instructor - $19/hr x 21.5hrs/							$19,404.00	
5825	Program Instructor - $19/hr x 21.5hrs/			$19,404.00					
5825	Program Instructor -$19/hr x 21.5hrs/			$19,404.00					
	Program Instructor -$19/hr x 21.5hrs/			$19,404.00					
5825	Program Instructor -$19/hr x 21.5hrs/						$19,404.00		
5825	TK Program Instructor -$19/hr x						$19,404.00		
5825	Kinder Program Instructor $19/hr x			$0.00			$19,404.00		
5825	Staff time to participate in Continuous Qu			$1,247.76			$241.27		
5825	After School Support Staff							$1,000.00	
5825	BACR Program Manager		$0.00	$2,500.00				$14,025.00	
5825	Subcontractor: Upward Roots			$2,500.00					
5825	Subcontractor: America SCORES			$2,500.00				$3,500.00	
5825	Subcontractor: Destiny Arts							$10,500.00	
	Subcontractor: Techbridge							$2,600.00	

5825									
	Total services		**$0.00**	**$122,425.76**		**$0.00**	**$58,453.27**	**$60,563.00**	**$0.00**
	BACR East Bay Director								$2,500.00
	BACR Support Staff								$1,600.00
	BACR Administrative Assistant								$1,000.00
	Trainings (CPS, Classroom Management,								$1,200.00
	Volunteer Time								$600.00
	Total value of in-kind direct services								**$6,900.00**
	Lead Agency admin (4% max of total cont			$3,643.81			$1,671.34	$12, 000. 00	$6,900.00
	Subtotals DIRECT SERVICE	**$85.00**	**$5,394.55**	**$124,325.76**	**$85.00**	**$1,046.73**	**$58,453.27**	**$68,000.00**	**$0.00**
	Subtotals Admin/Indirect	**$15.00**	**$19,248.01**	**$3,643.81**	**$15.00**	**$8,828.66**	**$1,671.34**	$12, 000. 00	**$6,900.00**
	Total budgeted per column		$24,642.56	$127,969.57		$9,875.39	$60,124.61	$80,000.00	$6,900.00
	Total BUDGETED	**$100.00**	$152,612.13		**$100.00**	$70,000.00		$80,000.00	$6,900.00
	BALANCE remaining to allocate		**$0.00**			**$0.00**		**$0.00**	
	TOTAL GRANT AWARD/ALLOCATION TO		**$152,612.13**			**$70,000.00**		**$80,000.00**	

ASES MATCH REQUIREMENT:		
ASES requires a 3:1 match for every grant award		
Total Match amount required for this grant:		$50,870.71
Facilities count toward 25% of this match requirement:		$12,717.68
Remaining match amount required:		$38,153.03
Match should be met by combined OFCY funds, c		$86,900.00
Total Match amount left to meet:		-$48,746.97

Required Signatures for Budget Approval													
Principal:													

PUBLIC DISCLOSURE COPY

PLEASE FILE IN A SAFE PLACE

ARMANINO LLP

12657 Alcosta Blvd., Suite 500
San Ramon, CA 94583
ph 925.790.2600
fx 925.790.2601

** PUBLIC DISCLOSURE COPY **

Form **990** (Rev. January 2020)
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

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning JUL 1, 2019 **and ending** JUN 30, 2020

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
BAY AREA COMMUNITY RESOURCES, INC.

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) 171 CARLOS DRIVE

Room/suite

City or town, state or province, country, and ZIP or foreign postal code SAN RAFAEL, CA 94903

D Employer identification number 94-2346815

E Telephone number (415) 755-2324

G Gross receipts $ 49,075,884.

F Name and address of principal officer: CATHLEEN CAMPBELL
171 CARLOS DRIVE, SAN RAFAEL, CA 94903

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.BACR.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 1976

M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PROMOTE HEALTHY DEVELOPMENT OF INDIVIDUALS, FAMILIES AND COMMUNITIES.

2 Check this box ▶ ☐ 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	9
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	9
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	2001
6	Total number of volunteers (estimate if necessary)	6	5500
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	20,167,814.	27,355,858.
9	Program service revenue (Part VIII, line 2g)	19,898,188.	21,683,088.
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)	43,167.	36,938.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	40,109,169.	49,075,884.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	105,200.	108,500.
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)	31,616,450.	37,068,028.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 278,556.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	8,190,052.	9,345,597.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	39,911,702.	46,522,125.
19	Revenue less expenses. Subtract line 18 from line 12	197,467.	2,553,759.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	9,510,775.	17,683,714.
21	Total liabilities (Part X, line 26)	5,869,351.	11,502,033.
22	Net assets or fund balances. Subtract line 21 from line 20	3,641,424.	6,181,681.

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 — Date

▶ CATHLEEN CAMPBELL, CFO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MATTHEW PETROSKI	MATTHEW PETROSKI	05/15/21	☐	P00853132

Firm's name ▶ ARMANINO LLP — Firm's EIN ▶ 94-6214841

Firm's address ▶ 12657 ALCOSTA BLVD, STE. 500
SAN RAMON, CA 94583-4600 — Phone no. 925-790-2600

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

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

1 Briefly describe the organization's mission:
TO PROMOTE HEALTHY DEVELOPMENT OF INDIVIDUALS, FAMILIES AND COMMUNITIES.

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 ☒ 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 ☒ 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 $ 22,271,293. including grants of $ 108,500.) (Revenue $ 18,251,172.)
AFTER SCHOOL PROGRAM

BACR AFTER-SCHOOL PROGRAMS PROMOTE THE SUCCESSFUL, HOLISTIC DEVELOPMENT OF YOUTH BY PROVIDING OPPORTUNITIES FOR YOUNG PEOPLE TO INCREASE THEIR ACADEMIC SKILLS, ACQUIRE NEW SKILLS, ENGAGE IN CREATIVE LEARNING, SHARE THEIR TALENTS AND LEAVE A POSITIVE MARK IN THEIR COMMUNITIES. WE COLLABORATE WITH FELLOW COMMUNITY-BASED ORGANIZATIONS AND SCHOOLS TO PROVIDE HIGH-QUALITY AFTER-SCHOOL EXPERIENCES FOR YOUTH THROUGHOUT THE BAY AREA. OUR TARGET POPULATION IS LOW-INCOME AND ACADEMICALLY AT-RISK STUDENTS.

4b (Code:) (Expenses $ 8,046,352. including grants of $) (Revenue $ 3,372,714.)
BEHAVIORAL HEALTH PROGRAMS:

EDUCATION, COUNSELING, CRISIS INTERVENTION TREATMENT AND REFERRAL SERVICES ARE PROVIDED TO ADULTS AND YOUTH HAVING A BROAD SPECTRUM OF NEEDS, INCLUDING THE NEED FOR BASIC INFORMATION TO TREATMENT FOR CHRONIC ALCOHOLISM AND OR DRUG DEPENDENCY. TO FACILITATE ACCESS TO SERVICES, BAY AREA COMMUNITY RESOURCES (BACR) ALSO PROVIDES SERVICES IN VARIOUS SETTINGS: SCHOOLS, COUNTY PUBLIC ASSISTANCE OFFICES, COMMUNITY MEDICAL CLINICS, JAIL AND FREESTANDING RECOVERY CENTERS. TARGETED POPULATIONS INCLUDE: STUDENTS IN ALTERNATIVE EDUCATION, DRINKING DRIVERS, PREGNANT AND PARENTING WOMEN IN MARIN COUNTY, AND PERSONS INVOLED WITH THE CRIMINAL JUSTICE SYSTEM.

4c (Code:) (Expenses $ 4,507,710. including grants of $) (Revenue $ 59,202.)
NATIONAL SERVICES PROGRAMS:

BACR MANAGES REGIONAL AMERICORPS PROGRAMS IN 6 SAN FRANCISCO BAY AREA COUNTIES. THE BACR NATIONAL SERVICE PROGRAMS USE AN INTERMEDIARY MODEL - PLACING AMERICORPS AND VISTA MEMBERS WITH 70 PARTNERS INCLUDING GRASS ROOTS NON-PROFITS, SCHOOL BASED PROGRAMS, FAITH BASED ORGANIZATIONS AND MUNICIPALITIES. WHILE THESE HOST ORGANIZATIONS DO NOT HAVE THE CAPACITY TO OPERATE AN AMERICORPS PROGRAM ON THEIR OWN, THEY DO HAVE LONG-STANDING CONNECTIONS AND COMMITMENT TO THEIR NEIGHBORHOODS AND THEREFORE ARE WELL-POSITIONED TO USE AMERICORPS AND VISTA MEMBERS IN A WAY THAT MEETS COMMUNITY NEEDS.

4d Other program services (Describe on Schedule O.)
(Expenses $ 6,251,252. including grants of $) (Revenue $)

4e Total program service expenses ▶ 41,076,607.

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)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		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? *If "Yes," complete Schedule C, Part II*	4		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 Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		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? *If "Yes," complete Schedule D, Part I*	6		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? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		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? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		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? *If "Yes," complete Schedule D, Part VI*	11a	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? *If "Yes," complete Schedule D, Part VII*	11b		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? *If "Yes," complete Schedule D, Part VIII*	11c		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? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	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)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		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? *If "Yes," complete Schedule F, Parts I and IV*	14b		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? *If "Yes," complete Schedule F, Parts II and IV*	15		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? *If "Yes," complete Schedule F, Parts III and IV*	16		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? *If "Yes," complete Schedule G, Part I*	17		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? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
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? *If "Yes," complete Schedule I, Parts I and II*	21	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? *If "Yes," complete Schedule I, Parts I and III*	22	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? *If "Yes," complete Schedule J*	23	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? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		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? *If "Yes," complete Schedule L, Part I*	25a		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? *If "Yes," complete Schedule L, Part I*	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? *If "Yes," complete Schedule L, Part II*	26		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? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see 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? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	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? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	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)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	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? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	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	204		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			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 2001			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		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*	3b		
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)?	4a		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?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
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?	6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
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?	7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		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?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
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?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
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?	12a		
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?	13a		
	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?	14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*	14b		
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 instructions and file Form 4720, Schedule N.	15		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.	16		X

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 X

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	1a	9		
	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.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	9		
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?	2			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?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			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?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		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*	9			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?	10a		X
b	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?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in 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*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	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?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in 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?	16a		X
b	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?	16b		

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 ▶

CATHLEEN CAMPBELL - (415) 755-2324

171 CARLOS DRIVE, SAN RAFAEL, CA 94903

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

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

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) LISSA FRANKLIN	0.50									
PRESIDENT		X		X				0.	0.	0.
(2) ROBERT DAVISSON	0.50									
SECRETARY		X		X				0.	0.	0.
(3) BRYAN BRECKENRIDGE	0.50									
DIRECTOR		X						0.	0.	0.
(4) MONICA VAUGHAN	0.50									
DIRECTOR		X						0.	0.	0.
(5) NANCY MCEVERS ANDERSON	0.50									
DIRECTOR		X						0.	0.	0.
(6) BUD TRAVERS	0.50									
DIRECTOR		X						0.	0.	0.
(7) ROB NESS	0.50									
DIRECTOR		X						0.	0.	0.
(8) SINCLAIR WU	0.50									
DIRECTOR		X						0.	0.	0.
(9) MOSES OMOLADE	0.50									
DIRECTOR		X						0.	0.	0.
(10) MARTIN WEINSTEIN	40.00									
CEO				X				265,050.	0.	4,417.
(11) MARY JO WILLIAMS	40.00									
COO				X				203,195.	0.	2,650.
(12) CATHLEEN CAMPBELL	40.00									
CFO				X				200,000.	0.	4,417.
(13) DON BLASKY	40.00									
PROGRAM DIRECTOR				X				141,300.	0.	0.
(14) ANN DOMINGO	40.00									
FINANCE DIRECTOR						X		141,780.	0.	4,417.
(15) LAURA KANTOROWSKI	40.00									
PROGRAM DIRECTOR						X		126,941.	0.	4,417.
(16) STEPHANIE HOCHMAN	40.00									
PROGRAM DIRECTOR						X		118,683.	0.	4,417.
(17) SPENCER BOLLES	40.00									
IT DIRECTOR						X		122,747.	0.	4,417.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b **Subtotal** ▶								1,319,696.	0.	29,152.
c **Total from continuation sheets to Part VII, Section A** ▶								0.	0.	0.
d **Total (add lines 1b and 1c)** ▶								1,319,696.	0.	29,152.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 8

		Yes	No
3	Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	X	
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
THINK CONNECTED 365 MAIN STREET, SAN FRANCISCO, CA 94105	IT SERVICES	149,869.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 1

Part VIII Statement of Revenue

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

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	21,057,180.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	6,298,678.			
	g	Noncash contributions included in lines 1a-1f	1g	$			
	h	**Total.** Add lines 1a-1f			27,355,858.		
Program Service Revenue			Business Code				
	2a	CONTRACT REVENUE	900099	18,397,033.	18,397,033.		
	b	COUNSELING FEES	900099	3,242,669.	3,242,669.		
	c	OTHER PROGRAM REVENUE	900099	43,386.	43,386.		
	d						
	e						
	f	All other program service revenue					
	g	**Total.** Add lines 2a-2f			21,683,088.		
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)					
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
			(i) Real	(ii) Personal			
	6a	Gross rents 6a	36,938.				
	b	Less: rental expenses 6b	0.				
	c	Rental income or (loss) 6c	36,938.				
	d	Net rental income or (loss)			36,938.		36,938.
			(i) Securities	(ii) Other			
	7a	Gross amount from sales of assets other than inventory 7a					
	b	Less: cost or other basis and sales expenses 7b					
	c	Gain or (loss) 7c					
	d	Net gain or (loss)					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b	Less: direct expenses 8b					
	c	Net income or (loss) from fundraising events					
	9a	Gross income from gaming activities. See Part IV, line 19 9a					
	b	Less: direct expenses 9b					
	c	Net income or (loss) from gaming activities					
	10a	Gross sales of inventory, less returns and allowances 10a					
	b	Less: cost of goods sold 10b					
	c	Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
	11a						
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d					
	12	**Total revenue.** See instructions			49,075,884.	21,683,088.	0.	36,938.

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	100,000.	100,000.		
2 Grants and other assistance to domestic individuals. See Part IV, line 22	8,500.	8,500.		
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	1,021,440.	216,244.	805,196.	
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	31,155,318.	28,991,367.	1,980,088.	183,863.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	4,891,270.	4,439,923.	423,398.	27,949.
11 Fees for services (nonemployees):				
a Management				
b Legal	26,535.		26,535.	
c Accounting	69,700.		69,700.	
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.)				
12 Advertising and promotion				
13 Office expenses				
14 Information technology	605,735.	202,104.	356,675.	46,956.
15 Royalties				
16 Occupancy	1,562,353.	1,204,335.	358,018.	
17 Travel				
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	59,503.		59,503.	
23 Insurance	349,037.		349,037.	
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 SUPPORT SERVICE	1,065,503.	1,005,946.	59,557.	
b SUBCONTRACTS/PROFESSION	1,043,012.	892,285.	142,244.	8,483.
c SUPPLIES AND MATERIALS	983,616.	925,113.	48,503.	10,000.
d PROFESSIONAL DEVELOPMEN	689,417.	541,558.	147,859.	
e All other expenses	2,891,186.	2,549,232.	340,649.	1,305.
25 **Total functional expenses.** Add lines 1 through 24e	46,522,125.	41,076,607.	5,166,962.	278,556.
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 ▶ ☐ 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		1	4,545,866.
	2	Savings and temporary cash investments		2	3,191,997.
	3	Pledges and grants receivable, net	205,710.	3	961,846.
	4	Accounts receivable, net	8,232,395.	4	8,267,159.
	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	298,412.	9	330,742.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 863,794.			
	b	Less: accumulated depreciation — 10b: 627,974.	286,058.	10c	235,820.
	11	Investments - publicly traded securities	52,623.	11	39,121.
	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	435,577.	15	111,163.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	9,510,775.	16	17,683,714.
Liabilities	17	Accounts payable and accrued expenses	3,940,245.	17	4,633,100.
	18	Grants payable		18	
	19	Deferred revenue	584,023.	19	747,569.
	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	1,345,083.	23	0.
	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	0.	25	6,121,364.
	26	**Total liabilities.** Add lines 17 through 25	5,869,351.	26	11,502,033.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ▶ [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	2,578,927.	27	2,804,799.
	28	Net assets with donor restrictions	1,062,497.	28	3,376,882.
		Organizations that do not follow FASB ASC 958, check here ▶ ☐ 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	3,641,424.	32	6,181,681.
	33	Total liabilities and net assets/fund balances	9,510,775.	33	17,683,714.

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	49,075,884.
2	Total expenses (must equal Part IX, column (A), line 25)	2	46,522,125.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,553,759.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	3,641,424.
5	Net unrealized gains (losses) on investments	5	-13,502.
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	6,181,681.

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: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	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: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	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: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	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?	2c	X	
	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 Single Audit Act and OMB Circular A-133?	3a	X	
b	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	3b	X	

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization	Employer identification number
BAY AREA COMMUNITY RESOURCES, INC.	94-2346815

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
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	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
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.						101,408,356.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4	16,975,509.	18,832,786.	18,076,389.	20,167,814.	27,355,858.	101,408,356.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	5,192.	1,268.	28,891.	33,870.	36,938.	106,159.
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						101,514,515.

12 Gross receipts from related activities, etc. (see instructions) 12 97,093,640.

13 **First five 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 2019 (line 6, column (f) divided by line 11, column (f)) 14 99.90 %

15 Public support percentage from 2018 Schedule A, Part II, line 14 15 99.92 %

16a **33 1/3% support test - 2019.** 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 ▶ ☒

b **33 1/3% support test - 2018.** 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 ▶ ☐

17a **10% -facts-and-circumstances test - 2019.** 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 ▶ ☐

b **10% -facts-and-circumstances test - 2018.** 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 ▶ ☐

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 ▶ ☐

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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(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) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(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 in 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 five 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 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2019** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2018** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2019.** 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 - 2018.** 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 in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
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.*	1		
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).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	3a		
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.*	3b		
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.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
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.*	4b		
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.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) 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).*	5a		
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?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
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.**	6		
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 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
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.**	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined in 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.**	9c		
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 10b below.*	10a		
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.)*	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 in (b) and (c) below, the governing body of a supported organization?	11a		
b	A family member of a person described in (a) above?	11b		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's 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 directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
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.*	2		

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).*	1		

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?	1		
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).*	2		
3	By reason of the relationship described in (2), 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.*	3		

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 ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a government entity (see instructions).*

			Yes	No
2	Activities Test. **Answer (a) and (b) 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.*	2a		
b	Did the activities described in (a) 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.*	2b		
3	Parent of Supported Organizations. **Answer (a) and (b) 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? *Provide details in* **Part VI.**	3a		
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.*	3b		

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 1-1/2% 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 .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 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	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	
4	Amounts paid to acquire exempt-use assets	
5	Qualified set-aside amounts (prior IRS approval required)	
6	Other distributions (describe in **Part VI**). See instructions.	
7	**Total annual distributions.** Add lines 1 through 6.	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9	Distributable amount for 2019 from Section C, line 6	
10	Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1	Distributable amount for 2019 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2019			
a	From 2014			
b	From 2015			
c	From 2016			
d	From 2017			
e	From 2018			
f	**Total** of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2019 distributable amount			
i	Carryover from 2014 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2019 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2019 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2019, 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 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7	**Excess distributions carryover to 2020.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2015			
b	Excess from 2016			
c	Excess from 2017			
d	Excess from 2018			
e	Excess from 2019			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[ ] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[X] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1		$ 1,697,500.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) ▶ $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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

2019

Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

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.

		(a) Donor advised funds	(b) Funds and other accounts
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 and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

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

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for 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.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

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:

a Revenue included on Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

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		126,023.	41,027.	84,996.
d Equipment		553,837.	446,658.	107,179.
e Other		183,934.	140,289.	43,645.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ▶				235,820.

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) PPP LOAN	6,121,364.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶	6,121,364.

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 ... X

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	49,774,393.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a	1,509.		
b	Donated services and use of facilities	2b	697,000.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	698,509.
3	Subtract line **2e** from line **1**			3	49,075,884.
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	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	49,075,884.

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	47,234,136.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	697,000.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d	15,011.		
e	Add lines **2a** through **2d**			2e	712,011.
3	Subtract line **2e** from line **1**			3	46,522,125.
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	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	46,522,125.

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 WAS GRANTED TAX EXEMPT STATUS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, AND SECTION 23701(D) OF THE STATE OF CALIFORNIA REVENUE AND TAXATION CODE, AND HAS OBTAINED DETERMINATION LETTERS FROM THE INTERNAL REVENUE SERVICE AND THE CALIFORNIA FRANCHISE TAX BOARD TO THAT EFFECT. ACCORDINGLY, THE PRIMARY OPERATIONS OF THE ORGANIZATION ARE CURRENTLY CONSIDERED EXEMPT FROM FEDERAL INCOME AND STATE FRANCHISE TAXES.

THE ORGANIZATION HAS EVALUATED ITS CURRENT TAX POSITIONS AND HAS CONCLUDED THAT AS OF JUNE 30, 2020, THE ORGANIZATION DOES NOT HAVE ANY SIGNIFICANT UNCERTAIN TAX POSITIONS FOR WHICH A LIABILITY WOULD BE NECESSARY.

Part XIII Supplemental Information *(continued)*

PART XII, LINE 2D - OTHER ADJUSTMENTS:

UNREALIZED LOSS	15,011.

SCHEDULE I (Form 990)

Department of the Treasury
Internal Revenue Service

Grants and Other Assistance to Organizations, Governments, and Individuals in the United States

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

Part I General Information on Grants and Assistance

1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ☐ Yes ☒ No

2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than $5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
COMMUNITIES UNITED FOR RESTORATIVE YOUTH JUSTICE - 490 LAKE PARK AVE. #16086 - OAKLAND, CA 94610	27-5008441	501(C)(3)	10,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
CALIFORNIA DRAGON BOAT ASSOCIATION 269 BUSH STREET STE 888 SAN FRANCISCO, CA 94104	52-2153488	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
MISSION NEIGHBORHOOD CENTER 362 CAPP STREET SAN FRANCISCO, CA 94110	94-1408150	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
TEENTECHSF GLOBAL 1911 FUNSTON AVE SAN FRANCISCO, CA 94116	83-1397540	501(C)(3)	8,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
LYRIC 127 COLLINGWOOD STREET SAN FRANCISCO, CA 94105	94-3227296	501(C)(3)	7,500.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
SMALL SCHOOLS FOR EQUITY 15 ONONDAGA AVENUE #12217 SAN FRANCISCO, CA 94112	03-0412252	501(C)(3)	7,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table ▶ 12.

3 Enter total number of other organizations listed in the line 1 table ▶ 0.

Part II **Continuation of Grants and Other Assistance to Governments and Organizations in the United States** (Schedule I (Form 990), Part II.)

(a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
SUNSET DISTRICT COMMUNITY DEVELOPMENT - 3918 JUDAH STREET - SAN FRANCISCO, CA 94112	93-1004117	501(C)(3)	7,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
LARKIN STREET YOUTH SERVICES 134 GOLDEN GATE AVE SAN FRANCISCO, CA 94102	94-2917999	501(C)(3)	6,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
BOYS & GIRLS CLUBS OF SAN FRANCISCO - 380 FULTON STREET - SAN FRANCISCO, CA 94102	94-1156608	501(C)(3)	6,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
COLEMAN ADVOCATES FOR CHILDREN & YOUTH - 459 VIENNA STREET - SAN FRANCISCO, CA 94112	94-2258612	501(C)(3)	5,500.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
MISSION GRADUATES 3040 16TH STREET SAN FRANCISCO, CA 94103	23-7172909	501(C)(3)	5,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO
NIHONMACHI LEGAL OUTREACH 1121 MISSION STREET SAN FRANCISCO, CA 94103	94-2583284	501(C)(3)	5,000.	0.			ADDRESS SOCIAL INJUSTICE IN SAN FRANCISCO

Part III **Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered "Yes" on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of noncash assistance
SCHOLARSHIPS	7	8,500.	0.		

Part IV **Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 23.**

▶ **Attach to Form 990.**

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

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number

94-2346815

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	**1b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	**2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☐ Compensation committee	☐ Written employment contract		
	☐ Independent compensation consultant	☒ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	**4a**		X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	**4b**		X
c	Participate in, or receive payment from, an equity-based compensation arrangement?	**4c**		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	**5a**		X
b	Any related organization?	**5b**		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	**6a**		X
b	Any related organization?	**6b**		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	**7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	**8**		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	**9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) MARTIN WEINSTEIN	(i)	265,050.	0.	0.	0.	4,417.	269,467.	0.
CEO	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) MARY JO WILLIAMS	(i)	203,195.	0.	0.	0.	2,650.	205,845.	0.
COO	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) CATHLEEN CAMPBELL	(i)	200,000.	0.	0.	0.	4,417.	204,417.	0.
CFO	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 3:

COMPARABLE INDUSTRY AND REGIONAL DATA IS USED TO DETERMINE COMPENSATION. IN ADDITION, COMPENSATION IS REVIEWED ANNUALLY BY THE BOARD OF DIRECTORS.

SCHEDULE O
(Form 990 or 990-EZ)
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 990-EZ.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2019
Open to Public Inspection

Name of the organization
BAY AREA COMMUNITY RESOURCES, INC.

Employer identification number
94-2346815

FORM 990, PART VI, SECTION B, LINE 11B:

COPIES OF FORM 990 ARE PROVIDED TO ALL OF BACR OFFICERS AND DIRECTORS BEFORE FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

THE POLICY IS REVIEWED WITH THE BOARD MEMBERS ANNUALLY. BOARD MEMBERS ARE ASKED AND REQUIRED TO DISCLOSE ANY CONFLICTS OF INTEREST.

FORM 990, PART VI, SECTION B, LINE 15:

THE ORGANIZATION PROVIDES INFORMATION ON ITS WEBSITE ON HOW TO REQUEST FINANCIAL STATEMENTS, POLICIES AND BOARD OF DIRECTOR MEETINGS, WHICH ARE ALL OPEN TO THE PUBLIC.

FORM 990, PART VI, SECTION C, LINE 19:

ON ITS OWN WEBSITE, THE ORGANIZATION PROVIDES INFORMATION ON HOW TO REQUEST FINANCIAL STATEMENTS, POLICIES AND BOARD OF DIRECTOR MEETINGS THAT ARE OPEN TO THE PUBLIC.

FORM 990, PART XII, LINE 2C:

THE PROCESS HAS NOT CHANGED SINCE PRIOR YEAR.

Bay Area Community Resources
Balance Sheet - Statement of Position
As of 1/31/2022
(In Whole Numbers)

	Current Period Balance
ASSETS	
Cash and cash equivalents	1,126,450
Investments	58,578
Receivables	15,441,801
Long Term Grant Receivable	600,000
Prepaid expenses & other current assets	701,102
Fixed Assets	999,367
Accum Depreciation	(684,493)
Security Deposits, primarily related to leased space	103,136
Total ASSETS	18,345,941
LIABILITIES	
Accounts Payable and Accrued Expenses	2,104,653
Deferred Revenue	1,241,038
Deferred Compensation	225,000
Accrued Payroll	100,000
Accrued Vacation	405,111
Line of Credit	(270)
PPP Loan	6,121,364
Total LIABILITIES	10,196,896
FUND BALANCES	
Net Assets, Beginning of Year	7,109,458
Change in Fund Balances	1,039,587
Total FUND BALANCES	8,149,045
TOTAL LIABILITIES & FUND BALANCES	18,345,941

Bay Area Community Resources
Statement of Revenue and Expense - by Industry
From 7/1/2021 Through 1/31/2022

(In Whole Numbers)

	Total	Administrative Overhead	National Service Programs	Behavioral Health Programs	Workforce Development Programs	After School Programs	Healthy Communties Programs	Fiscal Sponsorship Projects
Revenue								
Government Revenue	$ 16,049,028	$ -	$ 4,014,324	$ 2,629,070	$ 4,844,472	$ 3,017,661	$ 1,152,139	$ 391,363
Schools Revenue	12,396,622	-	-	1,153,965	-	10,575,463	667,195	-
Foundation & Corp	1,203,340	-	271,625	34,124	10,000	704,596	33,300	149,695
Match Revenue	972,961	-	972,961	-	-	-	-	-
Client Fees	843,560	4,055	-	235,525	700	603,070	-	210
Individual Giving	144,163	10,389	4,000	19,467	-	25,317	5,300	79,690
Other Revenue	1,600	-	-	-	-	-	-	1,600
Total Revenue	$ 31,611,275	$ 14,444	$ 5,262,910	$ 4,072,150	$ 4,855,172	$ 14,926,107	$ 1,857,934	$ 622,558
Expenses								
Salaries	$ 20,414,856	$ 2,440,653	$ 3,066,042	$ 2,661,298	$ 1,652,067	$ 9,299,588	$ 1,182,030	$ 113,178
PR Taxes and FB	3,023,298	361,445	454,059	394,120	244,660	1,377,204	175,050	16,761
Professional Fees	2,709,006	760,659	538,182	93,651	382,649	601,390	13,646	318,829
Facilities Cost	672,866	212,295	63,658	94,275	158,061	77,716	50,670	16,191
Operating Expenses	4,176,736	578,232	121,551	89,437	1,775,958	1,461,623	81,115	68,821
Total Expenses	$ 30,996,762	$ 4,353,284	$ 4,243,492	$ 3,332,781	$ 4,213,395	$ 12,817,521	$ 1,502,511	$ 533,780
Net Surplus/Deficit	$ 614,513	$ (4,338,840)	$ 1,019,418	$ 739,369	$ 641,777	$ 2,108,586	$ 355,423	$ 88,778

Bay Area Community Resources
Statement of Revenue and Expense - by Industry
From 7/1/2021 Through 1/31/2022

Bay Area Community Resources
Statement of Revenue and Expense - by Industry
From 7/1/2021 Through 1/31/2022

Program Howard Elementary

Agency Bay Area Community Resources

End of Year Program Profile FY2019-2020

Strategy: Comprehensive Afterschool Programs
Annual Grant Funding: $85,000

Bay Area Community Resources is partnering with OUSD and Howard Elementary School to provide comprehensive, site-based afterschool program (ASP) services to 100 students, primarily low-income students of color. The ASP will operate every school day for an average of 16.25 hours per week, 36 weeks per year. The Howard ASP will create a safe space for students to build social-emotional and academic skills; explore their own and others' cultures; enrich students' experience of science and the arts, increase school connectedness; and strengthen students' relationships with adults and peers.

Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Comprehensive Afterschool Programs strategy.

Because of the shelter-in-place order enacted in March 2020, the "progress toward projeced enrollment and attendance" indicators consider attendance from 7/1/2019 through 3/31/2020 only. For the "Total Hours of Service" and "Average Hours of Service" measures, programs were assessed on their progress toward their projections through the end of the third quarter (March 31, 2020). However, **programs did not have the full year to enroll the number of youth they projected serving,** which is an annual target.

Program Achievements: How much did we do?

Total Youth Served: **98**

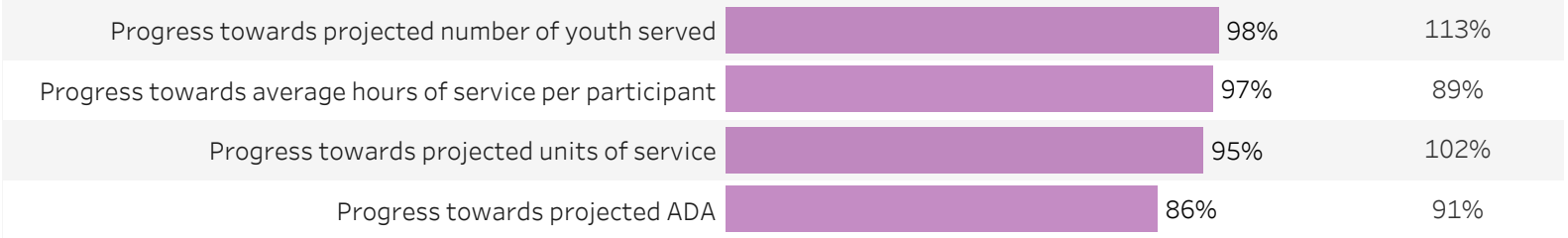
Average Daily Attendance (through 3/31/2020): **73**

Total Hours of Service Provided: **44,923**

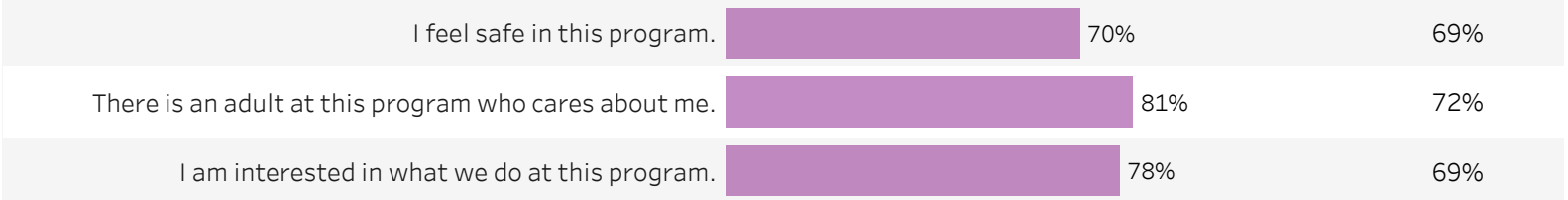
Average Hours of Attendance per Participant: **458**

Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance (through 3/31/2020)



Youth Perceptions of Program Quality: Percent of Youth in Agreement

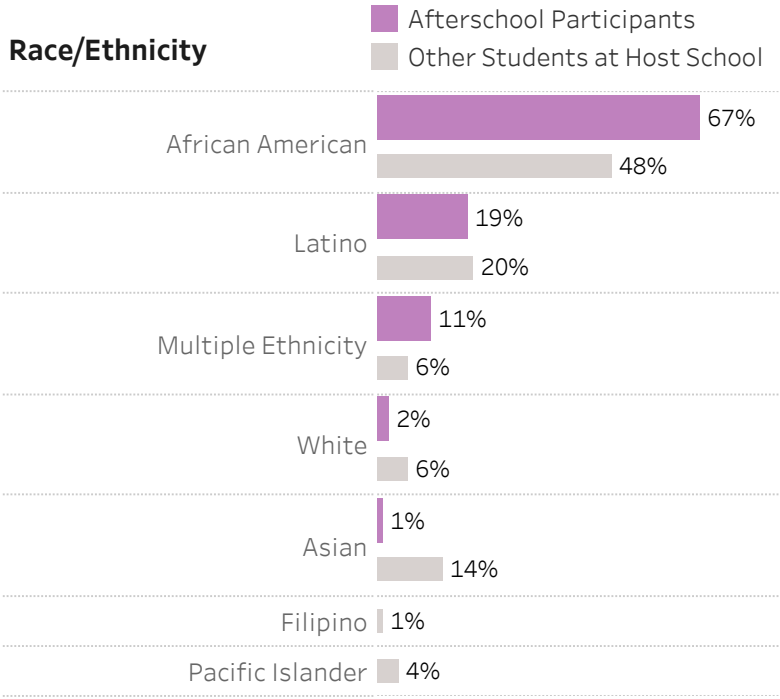


Participant Outcomes: Is anyone better off?

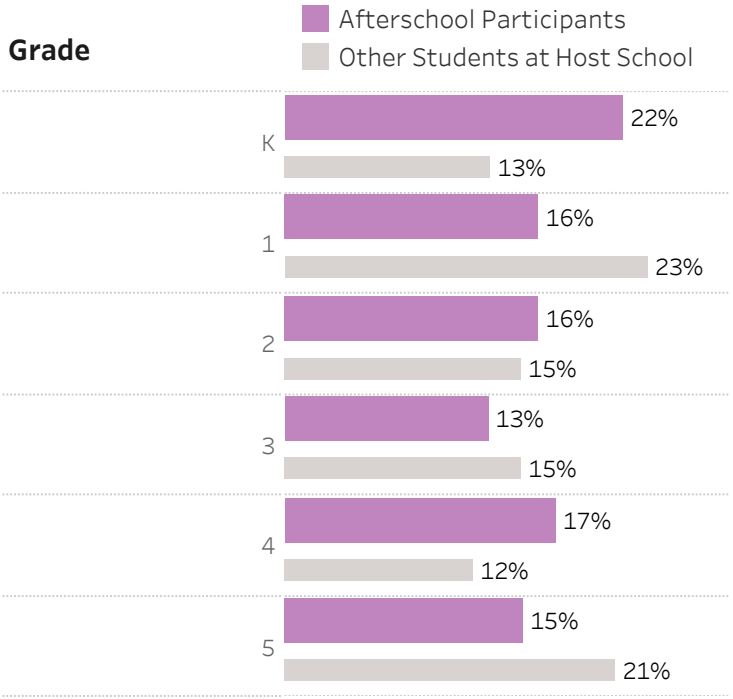
Percent of Youth in Agreement

Youth Demographics Total Enrollment through 3/31/2020: 98

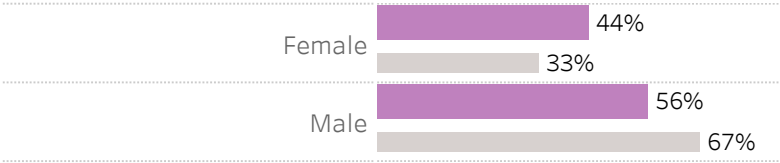
Race/Ethnicity



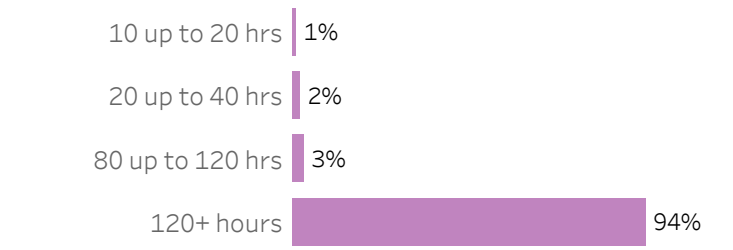
Grade



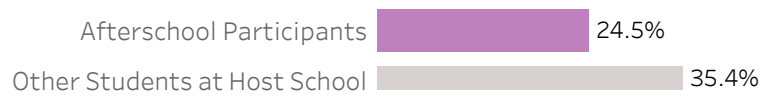
Gender



Hours of Program Attendance

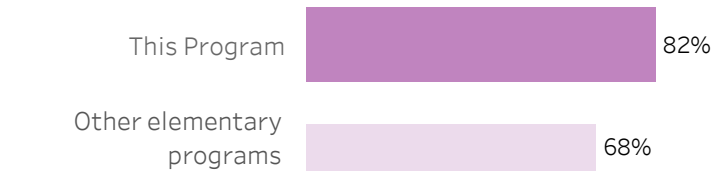


% of Students Who Are Chronically Absent

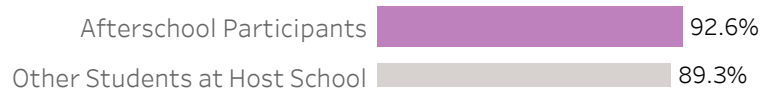


Average Program Attendance Rate

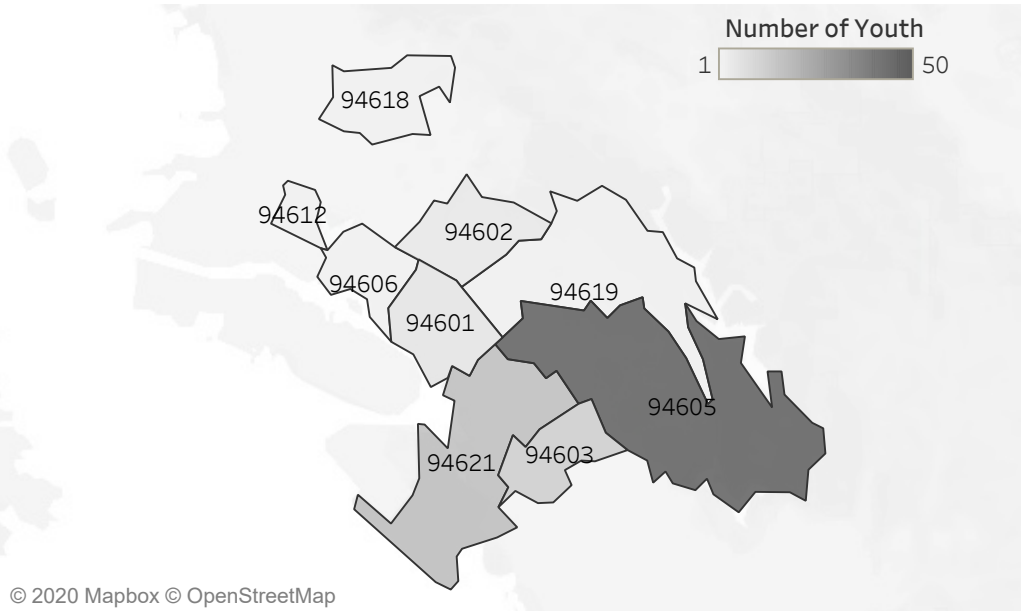
(days attended/days enrolled)

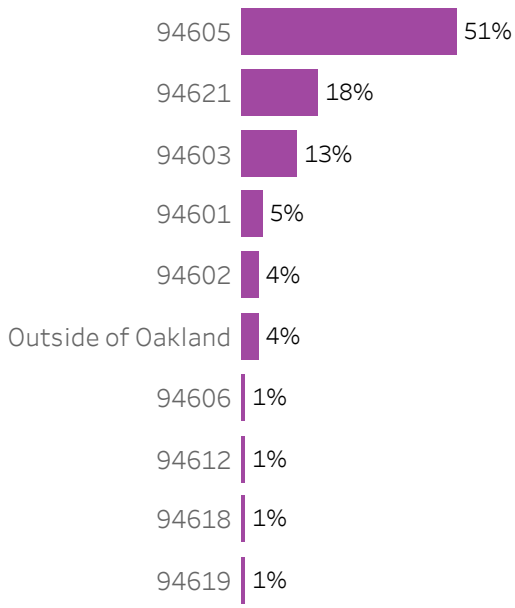


School-Day Attendance Rate



Distribution of Participants by Zip Code

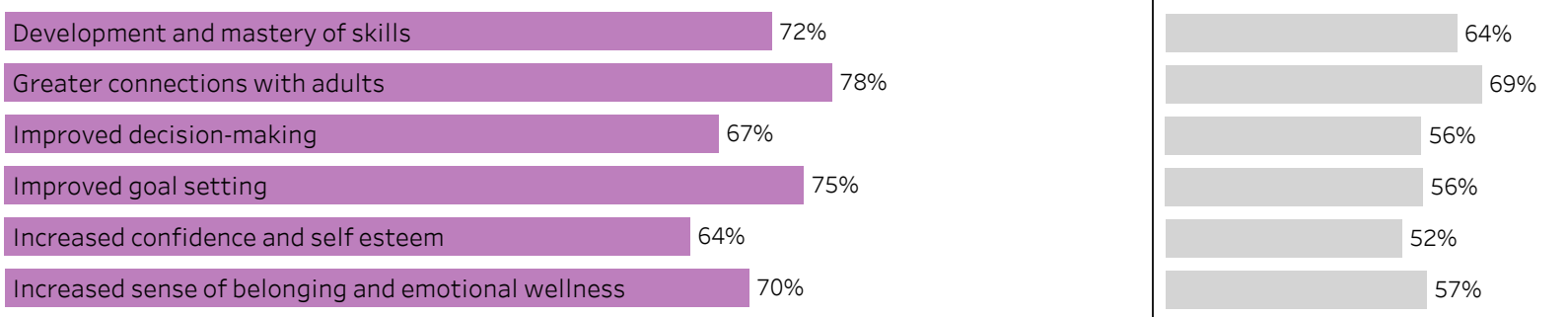




Youth Survey Results (Number of surveys collected: 44)

General Youth Development Outcomes

Outcome scores represent the average number of questions mapped to each outcome that youth agreed or strongly agreed with. The strategy-level scores reflects all youth who completed surveys at 6 elementary afterschool programs (170).

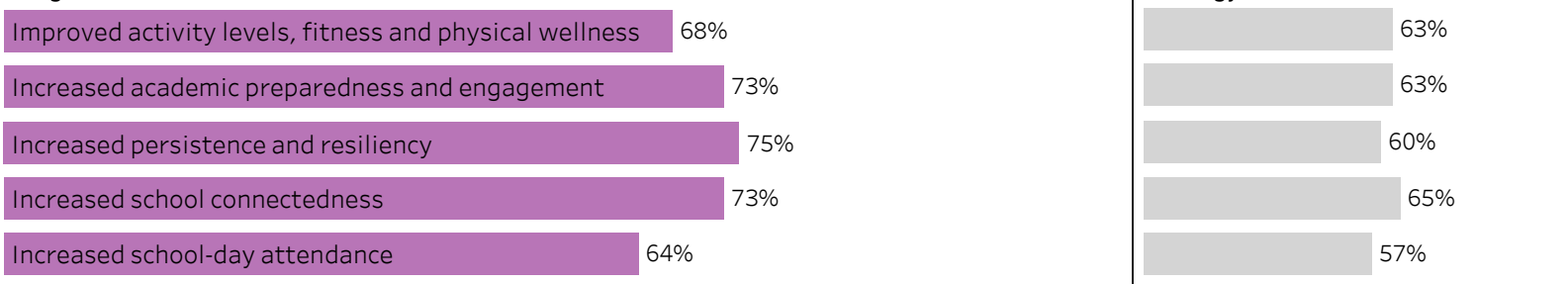


		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Development and mastery of skills	At this program, I get the opportunity to talk about what I have learned.	5%	5%	21%	41%	28%	9%	9%	27%	34%	22%
	In this program, I learned new information about a topic that interests me.	12%	7%	14%	37%	30%	12%	8%	17%	39%	25%
	In this program, I try new things.	0%	10%	13%	45%	33%	6%	7%	16%	39%	32%
Greater connections with adults	The adults in this program tell me what I am doing well.	3%	5%	10%	36%	46%	11%	5%	14%	32%	38%
	There is an adult at this program who cares about me.	10%	0%	10%	19%	62%	8%	4%	16%	25%	48%
	There is an adult in this program who notices when I am upset about something.	7%	5%	14%	35%	40%	9%	7%	19%	29%	36%
Improved decision-making	Since coming to this program, I am better at saying 'no' to things I know are wrong.	5%	2%	20%	39%	34%	8%	6%	24%	36%	26%
	Since coming to this program, I am better at staying out of situations that make me feel uncomfortable.	0%	9%	26%	35%	30%	7%	8%	33%	29%	22%
Improved goal setting	In this program, I learned how to set goals and meet them.	0%	10%	19%	38%	33%	7%	10%	25%	35%	23%
	This program helps me to think about the future.	0%	2%	21%	47%	30%	8%	7%	30%	39%	15%
Increased confidence and self esteem	Since coming to this program, I feel I can make more of a difference.	9%	7%	16%	35%	33%	9%	8%	28%	31%	24%
	Since coming to this program, I feel I have more control over things that happen to me.	9%	7%	23%	30%	30%	9%	9%	30%	30%	22%
	Since coming to this program, I feel more comfortable sharing my opinion.	12%	12%	7%	24%	45%	15%	13%	21%	24%	26%
Increased sense of belonging and emotional wellness	I feel like I belong at this program.	12%	0%	14%	33%	42%	11%	6%	23%	29%	31%
	I feel supported and respected at this program.	10%	7%	10%	49%	24%	11%	8%	20%	37%	24%
	This program helps me to get along with other people my age.	14%	7%	12%	30%	37%	10%	9%	20%	27%	34%
	This program helps me to talk about my feelings.	24%	0%	13%	32%	32%	16%	12%	24%	27%	21%
	This program is a place where people care about each other.	5%	14%	14%	24%	43%	13%	10%	21%	27%	29%

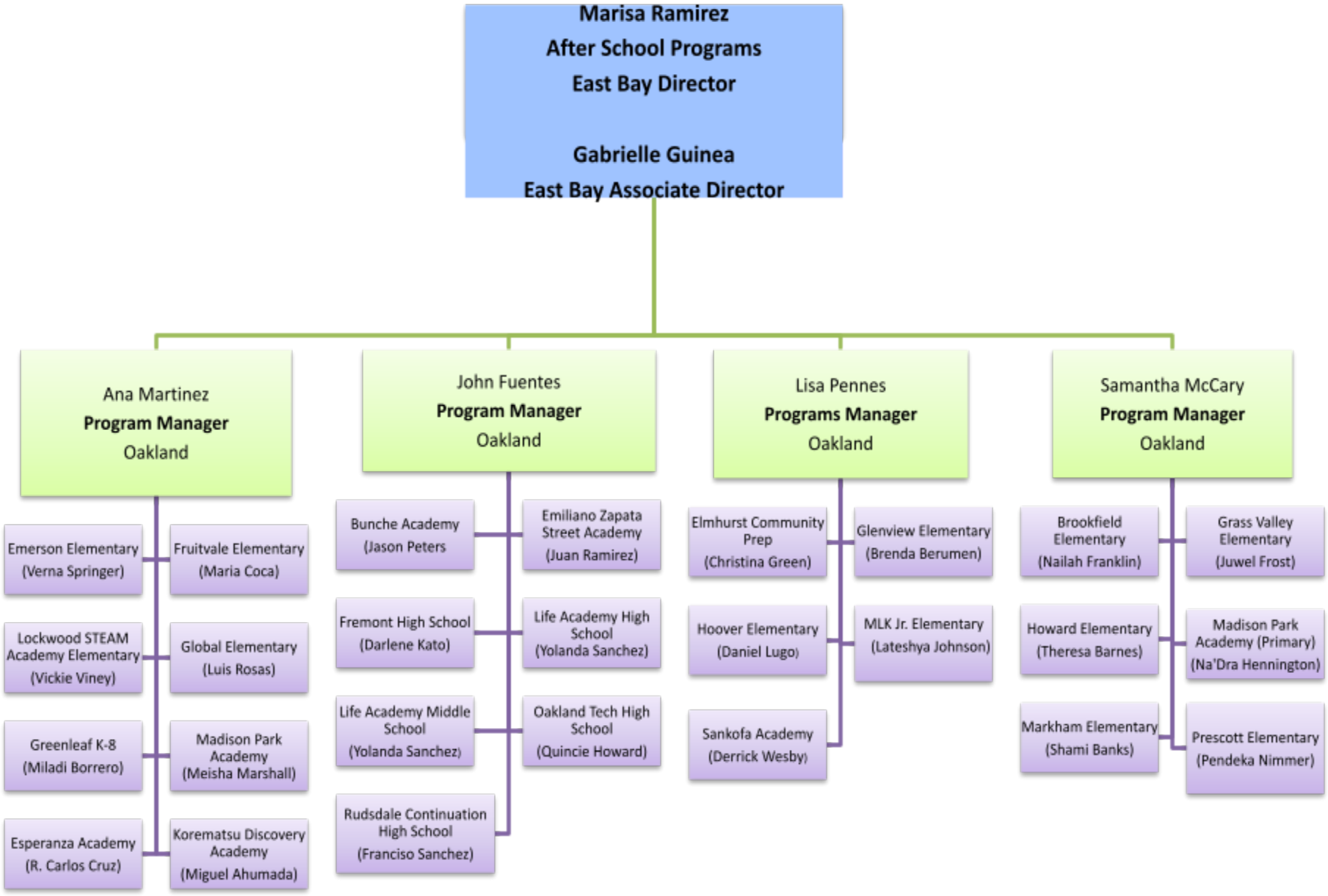
Youth Survey Results (Number of surveys collected: 44)

Comprehensive Afterschool Programs Strategy Outcomes

Outcome scores represent the average number of questions mapped to each outcome that youth agreed or strongly agreed with. The strategy-level scores reflects all youth who completed surveys at 6 elementary afterschool programs (170).



		Program Scores					Strategy-Level Scores				
		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Improved activity levels, fitness and overall physical wellness	This program helps me be more active.	13%	3%	8%	36%	41%	10%	2%	16%	32%	40%
	This program helps me to learn how to be healthy.	13%	10%	18%	26%	33%	14%	10%	22%	29%	24%
Increased academic preparedness and engagement	Because of this program, I participate in more class discussions and activities at school.	5%	5%	15%	31%	44%	11%	7%	22%	25%	35%
	I learned how to do things in this program that help with my school work.	5%	5%	11%	39%	39%	9%	6%	19%	33%	32%
	This program helps me feel more confident about going to college.	5%	3%	24%	35%	32%	10%	5%	24%	27%	34%
	This program helps me feel more motivated to learn in school.	3%	3%	23%	28%	44%	10%	5%	21%	35%	29%
Increased persistence and resiliency	Because of this program, I am better able to handle problems and challenges when they arise.	3%	5%	26%	32%	34%	11%	12%	28%	28%	22%
	In this program, I have a chance to learn from my mistakes.	5%	0%	16%	33%	47%	8%	4%	21%	27%	40%
	Since coming to this program, I am better at something that I used to think was hard.	7%	0%	17%	33%	43%	9%	6%	22%	31%	31%
Increased school connectedness	This program helps me feel happy to be at this school.	11%	3%	11%	26%	50%	11%	7%	15%	27%	40%
	This program helps me to feel like a part of my school.	10%	3%	18%	26%	44%	12%	4%	21%	30%	33%
Increased school-day attendance	Because of this program, I attend school more regularly.	11%	5%	22%	38%	24%	12%	8%	23%	32%	25%
	This program increased my desire to stay in school.	6%	17%	11%	33%	33%	9%	9%	23%	25%	34%


Marisa Ramirez
After School Programs
East Bay Director
Gabrielle Guinea
East Bay Associate Director
Ana Martinez
Program Manager
Oakland
John Fuentes
Program Manager
Oakland
Lisa Pennes
Programs Manager
Oakland
Samantha McCary
Program Manager
Oakland
Emerson Elementary (Verna Springer)
Fruitvale Elementary (Maria Coca)
Lockwood STEAM Academy Elementary (Vickie Viney)
Global Elementary (Luis Rosas)
Greenleaf K-8 (Miladi Borrero)
Madison Park Academy (Meisha Marshall)
Esperanza Academy (R. Carlos Cruz)
Korematsu Discovery Academy (Miguel Ahumada)
Bunche Academy (Jason Peters
Emiliano Zapata Street Academy (Juan Ramirez)
Fremont High School (Darlene Kato)
Life Academy High School (Yolanda Sanchez)
Life Academy Middle School (Yolanda Sanchez)
Oakland Tech High School (Quincie Howard)
Rudsdale Continuation High School (Franciso Sanchez)
Elmhurst Community Prep (Christina Green)
Glenview Elementary (Brenda Berumen)
Hoover Elementary (Daniel Lugo)
MLK Jr. Elementary (Lateshya Johnson)
Sankofa Academy (Derrick Wesby)
Brookfield Elementary (Nailah Franklin)
Grass Valley Elementary (Juwel Frost)
Howard Elementary (Theresa Barnes)
Madison Park Academy (Primary) (Na'Dra Hennington)
Markham Elementary (Shami Banks)
Prescott Elementary (Pendeka Nimmer)

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077967774
May 17, 2019 LTR 4168C 0
94-2346815 000000 00
00042125
BODC: TE

BAY AREA COMMUNITY RESOURCES
171 CARLOS DR
SAN RAFAEL CA 94903-2005

035528

Employer ID number: 94-2346815
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Feb. 13, 2019, about your tax-exempt status.

We issued you a determination letter in December 1980, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

CITY NATIONAL BANK
AN RBC COMPANY

Account # [redacted]

This statement: May 28, 2021
Last statement: April 30, 2021

Contact us:
800 773-7100

San Francisco Main Office
150 California ST
San Francisco CA 94111

cnb.com

432 OB3ON
BAY AREA COMMUNITY RESOURCES, INC
[redacted]
171 CARLOS DR
SAN RAFAEL CA 94903-2005

Analyzed Business Checking

Account Summary	
Account number	[redacted]
Minimum balance	$3,191,997.18
Average balance	$3,191,997.18
Avg. collected balance	$3,191,997.00

Account Activity		
Beginning balance (4/30/2021)		$3,191,997.
Credits	+ $0.00	
Debits	- $0.00	
Ending balance (5/28/2021)		$3,191,997.

**** No activity this statement period ****

Thank you for banking with San Francisco Main Office

Bay Area Community Resources

EAST BAY AFTER SCHOOL PROGRAMS

Bay Area Community Resources (BACR) is looking for energetic, highly motivated individuals to become an After School Program Coordinator to oversee a comprehensive school-based after school program. The program must include three primary components: Academics, Enrichment and Nutrition (provided by the school district). Programs operate during and after school hours virtually and in-person, five days a week. The position is up to 8 hours a day and 40 hours per week. This is a supervisory position overseeing 4-5 staff part-time staff members.

Position Title: OUSD After School Program Coordinator
Reports To: BACR Program Manager
Classification: Non-Exempt / 32-40 hours a week depending on location
Compensation: $4,000- $4,800 per month, depending on location.

Qualifications:

- Bachelor's degree or 2 years college (minimal 48 college units) with 2 years related experience
- Ability to work effectively with diverse district/school staff, students, parents, and community members
- Must have a working ability with computers (composing email, scanning, Microsoft office), Zoom and GSuite (GMail, Google Drive, Google Classroom, and Google Meets).
- Must possess classroom and behavioral management skills for groups of up to 15 students via distance learning platforms
- Must possess a strong interest and willingness in supporting students' learning using online platforms.
- Must be able to adapt to change and learn new skills
- Must be confident speaking in public settings
- Experience working in youth programs
- Experience working in a school and/or non-profit setting
- Able to implement and supervise a positive and safe learning environment incorporating academics, enrichment and physical activities
- Experience hiring, supervising, and evaluating staff
- Comfortable managing and evaluating staff virtually
- Ability to maintain confidentiality and demonstrate a high degree of integrity.
- Must pass a criminal background check and TB test clearance

Duties and Responsibilities

Collaborative Duties:

- Develop and maintain a high level of communication and positive and professional relationships with all stakeholders
- Work closely in collaboration with the school principal, district partners, and city partners
- Provide program orientation, encourage involvement, and maintain monthly contact with families and the school community
- Lead a team of after-school program staff to ensure a positive learning environment and program best practices

- Work with the BACR Manager, District Partners, Principal and Teachers to craft programs that support the school site's goals for student development and academic achievement. Align these activities with the regular school day
- Acquire and leverage in-kind resources

Program Implementation and Quality Assurance:

- Manage day-to-day operations of the program to ensure compliance
- Ensure the safety and supervision of children at all times including promoting a safe and positive cyber environment following BACR's distance learning guidelines for students/participants
- Create an inclusive environment for students and deliver anti-bias and culturally relevant project based learning and activities
- Staff recruitment, coaching, performance management, and termination
- Design and implement a meaningful virtual program that meets the needs of program participants
- Develop and maintain a schedule of standards aligned with academic, physical and enrichment activities
- Gather data, conduct observations, and use assessment and feedback for ongoing program improvement
- Effectively manage student recruitment, enrollment, scheduling and registration procedures to meet program attendance goals

Administrative and Fiscal Management:

- Ensure all records are complete, organized, and on file for 5 years
- Monitor and approve staff electronic timesheets and contractor invoices
- Create and deliver distance learning programs through the use of technology (Zoom, G Suite, Microsoft Office)
- Help design and implement a sustainability plan for the After School Program
- Submit all required documentation and reports to BACR and the district on a timely basis
- Participate in all meetings, workshops, and activities organized by BACR and district agencies
- Other duties as assigned.

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings
- Ability to purchase, manage, and track inventory of supplies and equipment
- Ability to work with Microsoft Office and Web based programs
- Must be punctual and reliable
- Ability to multi-task and successfully handle competing deadlines
- Ability to work with minimal supervision
- Must have excellent written and oral communication skills

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizational Values and Best Practices.
- Ability to maintain goals and priorities in dealing with varying challenges
- Ability to be flexible in working with people and organizations of different viewpoints
- Creativity, enthusiasm and a dedication to youth development

Applicants **must** meet the above requirements to be considered for any ASP BACR position. If selected to be interviewed, you **must** bring the following items to your interview:

- Proof of TB test Clearance
- Proof of a) Associate Degree or higher, or (b) 48 or more college units, or (c) pass Instructional Aide exam
- A completed BACR Application Form
- Resume

BACR is an equal opportunity employer. We celebrate, support, and thrive on diversity and are committed to creating an inclusive environment for all employees. Visit our website at www.bacr.org.

How to Apply: Send Resume & Cover Letter to resumes@bacr.org with Subject Heading “After School Site Coordinator”

Bay Area Community Resources

EAST BAY AFTER SCHOOL PROGRAMS

Bay Area Community Resources (BACR) is looking for an energetic, highly motivated individual to work in our after school program:

Position Title: ~~After School Program Instructor~~
Reports To: BACR Program Coordinator
Commitment: Mid-August (~~2021~~) to mid-June (~~2022~~) Full Academic School Year
Work Days/Hours: Typical Program Hours: Monday – Friday 2:00pm to 6:00pm
Compensation: $17-$20 per hour, depending on school site location.

Positions Available:
We are currently seeking committed and passionate Program Instructors to lead academic, physical, and enrichment activities as part of our East Bay After School Programs. Program Instructors must be able to work with up to 20 youths during after school hours Monday through Friday.

Qualifications:

- Must have an Associate Degree or higher, or 48 or more college units, or pass the Instructional Aide exam
- Must pass a criminal background check and TB test clearance
- Must be punctual and reliable
- Must be able to work every day during after school hours and commit to a full academic school year required for the position
- Must have experience working with youth
- Must have a general knowledge base of core elementary and middle school subjects
- Must possess strong classroom and behavioral management skills
- Must be able to work independently and as part of a team
- Must be able to communicate openly in a professional manner with students, parents, community partners, and after-school and school day-staff
- Must maintain confidentiality and demonstrate a high degree of integrity

Job Duties:

- Provide homework and academic support for program participants
- Facilitate and plan academic skill-building activities based on students' skill level and state educational standards
- Give and clearly explain instructions for the assignments given
- Write lesson plans, use learning targets and instructional strategies
- Create, plan, and facilitate engaging enrichment and physical activities for students
- Support students in developing the skills they need to be successful in school and life
- Promote a safe and positive classroom environment
- Actively supervise and ensure student safety at all times
- Model positive and proactive attitudes, behaviors, and language
- Communicate regularly with the coordinator to ensure consistency
- Ensure that all school space and equipment is left clean and orderly
- Maintain appropriate, professional and kid-friendly speech, behavior and attire all times
- Maintain accurate attendance records and reporting procedures
- Meet deadlines with consistency
- Attend and participate in all staff meetings and trainings

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings and must have a clean driving record and insurance if using personal vehicle
- Ability to work with Excel/Microsoft Office and Web based programs
- Ability to perform basic administrative tasks and keep detailed records

- Ability to be punctual and reliable
- Ability to commit to a full Academic Year

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizational Values and Best Practices
- An ability to maintain goals and priorities when dealing with varying challenges
- Able to be flexible in working with people and groups of differing viewpoints
- A strong dedication to youth development
- A sense of creativity and enthusiasm

Applicants **must** meet the above requirements to be considered for any After School Program BACR position. If selected to be interviewed, you **must** bring the following items to your interview:

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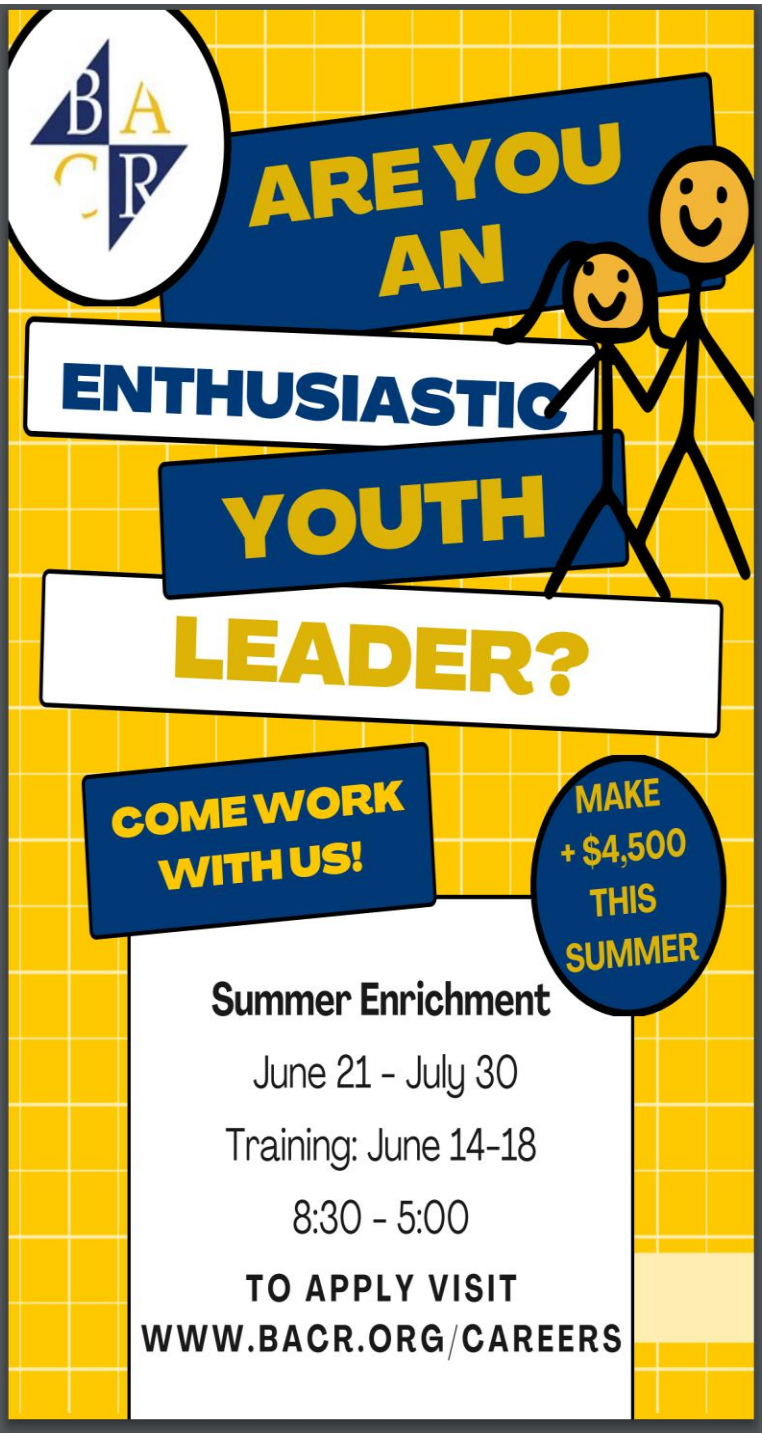
- A completed BACR Application Form
- Resume

Bay Area Community Resources (BACR) promotes the healthy development of individuals, families and communities through direct services, volunteerism and partnerships in the San Francisco Bay Area.

BACR is an equal opportunity employer and encourages diversity. Visit our website at www.bacr.org.

How to Apply: Please send an email with your resume in .pdf or .doc formats to resume@bacr.org

NO PHONE CALLS, PLEASE!


ARE YOU AN
ENTHUSIASTIC
YOUTH
LEADER?
COME WORK WITH US!
MAKE + $4,500 THIS SUMMER
Summer Enrichment
June 21 - July 30
Training: June 14-18
8:30 - 5:00
TO APPLY VISIT
WWW.BACR.ORG/CAREERS

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077967774
May 17, 2019 LTR 4168C 0
94-2346815 000000 00
00042125
BODC: TE

BAY AREA COMMUNITY RESOURCES
171 CARLOS DR
SAN RAFAEL CA 94903-2005

035528

Employer ID number: 94-2346815
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Feb. 13, 2019, about your tax-exempt status.

We issued you a determination letter in December 1980, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

California Secretary of State
Electronic Filing

FILED
Secretary of State
State of California

Corporation - Statement of Information

Entity Name:	BAY AREA COMMUNITY RESOURCES, INC.
Entity (File) Number:	C0770169
File Date:	03/11/2020
Entity Type:	Corporation
Jurisdiction:	CALIFORNIA
Document ID:	GE01895

Detailed Filing Information

1. Entity Name:
   BAY AREA COMMUNITY RESOURCES, INC.

2. Business Addresses:
   a. Street Address of Principal Office in California:
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

   b. Mailing Address:
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

3. Officers:
   a. Chief Executive Officer:
   Martin Weinstein
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

   b. Secretary:
   Robert Davisson
   171 Carlos Dr.
   San Rafael, California 94903
   United States of America

Document ID: GE01895

California Secretary of State
Electronic Filing

Officers (Cont'd):

c. Chief Financial Officer:

Cathleen Campbell
171 Carlos Dr.
San Rafael, California 94903
United States of America

4. Agent for Service of Process:

Martin Weinstein
171 Carlos Dr
San Rafael, California 94903
United States of America

By signing this document, I certify that the information is true and correct and that I am authorized by California law to sign.

Electronic Signature: Cathleen Campbell

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Document Number: GE01895

Bay Area Community Resources

BOARD OF DIRECTORS

CEO - Martin Weinstein

COO -Naita Saechao

CFO-Cathleen Campbell **CPO-Don Blasky**

AFTER SCHOOL (Marisa Ramirez, Don Blasky - Directors)	**BEHAVIORAL HEALTH & PREVENTION SERVICES** (Don Blasky, Stephanie Hochman, Laura Kantorowski - Directors)	**HEALTHY COMMUNITIES** (Don Blasky, Stephanie Hochman - Directors)	**NATIONAL SERVICE** (Adolfo Rivera - Director)	**WORKFORCE & EDUCATION** (Ruth Barajas - Director)	**FISCAL SPONSORSHIP & TECH ASSISTANCE** (Cathleen Campbell - Director)	**ADMINISTRATIVE SERVICES**
San Francisco USDs	Gateway Alcohol & Drug Treatment Services	Bahia Vista & San Pedro Healthy Start	BAYAC AmeriCorps	Youth Funding Youth Ideas San Francisco	Bodega Bay ASP	Executive Assistant- Rose Greenberg
Marin County USDs	al Justice In-Custody Program	Gateway Restorative	OCASA AmeriCorps	Youthline Tech San Francisco	College Dream Team	Human Resources Brenda Cain
EAST BAY USDs	Recovery Connections Center	East Bay High School	Climate Corps	ReSET San Francisco	Excelsior Action Group	und Development- Dave Wight
Alameda	Family Connections	East Bay Community Schools (DeJean, Dover, Downer, Helms, MLK, Riverside)	Public Allies	Opportunity Works San Francisco	Koshland Fellows	Information Technology Spencer Bolles
Antioch	Project RIDE	First 5 Family Centers		Roadmap to Peace San Francisco	Latino Council of Marin	

Berkeley	Youth Tobacco Policy Leaders	San Francisco BEACON	Undocumented Workforce San Francisco	Mission Bernal Hgts. Merchants Assoc.
Mt. Diablo	Urban Nutrition Initiative		Outreach & Job Placement San Francisco	Outer Noriega Merchants Assoc.
Oakland	DROC & Alcohol Policy Coalition		Summer Program San Francisco	Sacramento St. Merchants Assoc.
Pittsburg	Monument Corridor Alcohol Policy Coalition		HEART - Oakland	Portola Neighborhood
Vallejo	West Co. AMPD Coalition		CREST - Oakland	Urban Tilth North Richmond Farm
West Contra Costa	East Bay Mental Health		Alameda Social Services	The Fifth Quarter
STEM Programs	Marin Mental Health Counseling		Allen Temple Construction	Opening the World
A Home Away from Homelessness	Marin & Napa Counties DUI programs		HEART - Contra Costa Co.	MCF-MCOE Closing the Achievement Gap
	Young Men Empowerment Collaborative		ReSET & ReSET Pros Contra Costa Co.	Making It Home Initiative
	Gateway Restorative		ReSET & ReSET Pros	
	Asian-Pacific Islander		Youth Justice Initiative	
	Child Abuse Treatment Program (CHAT)			
	Positive Changes			
	CoCoLEAD Plus			
	Adult Tobacco Cessation			Updated: 8/20/18

Bay Area Community Resources **BOARD MEMBER ROSTER – 2021**

Name (term)	Address	Occupation/Affiliation
BRYAN BRECKENRIDGE 2008-2020	1884 Centro West St. Tiburon, CA 94920	Director, Non-Profits/box.org
LISSA FRANKLIN, *President* 2002 - 2020	1884 San Antonio Avenue Berkeley, CA 94707	VP Marketing and Business Development, BestMile
MONICA VAUGHAN 2006 – 2020	5277 Belvedere St. Oakland, CA 94601	Chief of Schools-Student Programs and Services, Alameda Co. Office of Education
NANCY MCEVERS ANDERSON 2007 - 2020	476 15th Avenue San Francisco, CA 94118	Architect, IA Architects (retired)
BUD TRAVERS 2012- 2020	72 Gravatt Dr. Berkeley, CA 94705	Administrator, UC Berkeley (retired)
ROB NESS 2005 – 2020	416 Evarts St NE Apt 4 Washington DC 20017	Strategic Advisor, Apply.co
ROBERT DAVISSON, *VICE PRESIDENT* 1993 – 2020	7 Brookmead Place San Anselmo, CA 94960	Banking (retired)
SINCLAIR WU 2018 -2019		Co-Founder, SquadGoals, San Francisco
MOSES OMOLADE 2018-2020	3025 Ellis St. Berkeley, CA 94703	Community Schools Manager, Oakland Unified School District

BACR Board of Directors Zoom Meeting Meeting Minutes - January 18, 2022 5:30 PM	
Attendance	Present: Breckenridge, Davisson, Franklin, McEvers-Anderson, Travers, Vaughn, Wu Absent: Ness Staff: Campbell, Greenberg, Weinstein
Call to Order	The regular meeting was called to order at 5:40pm.
Financial Report	Review of November 2021 financial report.
CEO Report	Discussion on the status of the PPP loan forgiveness review. Board requested more information from the bank about the delay. Cate joined to discuss delay in payment of some contracts leading to issues with cash flow. Lissa asked for follow-up meeting with Cate and Marty to help with this issue.
Board and D&O Committee Social Gathering	The Board concluded the meeting and the D&O Committee members joined the call for annual social “gathering”.

Bay Area
Community
Resources

Administrative Office
171 Carlos Drive
San Rafael
California 94903-2005

Phone
415.444.5580
Fax
415.444.5598
Website
www.bacr.org

CEO
Martin Weinstein

COO
Naita Saechao

CPO
Don Blasky

COO
Cathleen Campbell

Board of Directors
Bryan Breckenridge
Robert Davisson
Lissa Franklin
Nancy
McEvers-Anderson
Robert Ness
Bud Travers
Monica Vaughan
Sinclair Wu

March 29, 2022

Topic: **BACR Letter of Agreement**
OUSD 2022 RFQ for Expanded Learning Programs

Oakland Unified School District
Attention: Procurement Department
900 High Street, 2nd Floor
Oakland, Ca 94601

Bay Area Community Resources (BACR) has been grateful for our long-standing partnership with the Oakland Unified School District (OUSD) in developing and maintaining successful expanded learning for after school programs for Oakland children and youth. We are committed to sharing OUSD's goals and work toward creating safe, accessible, and engaging learning opportunities for Oakland children and youth during the expanded learning after school hours and fostering their social, physical, and academic success.

Attached is our application in response to OUSD's 2022 RFQ. We are willing and able to perform the commitments contained in the application and look forward to continuing a productive partnership with OUSD for years to come.

Please feel welcome to contact me if you have any questions about our application. Or, please feel free to contact Marisa Ramirez at (510) 559-3025 or mramirez@bacr.org.

Sincerely,

Martin Weinstein

Martin Weinstein
CEO

cc: Marisa Ramirez, BACR Director of East Bay After School Programs

Enclosures

Bay Area Community Resources

Financial Statements
and Single Audit Reports and Schedules

June 30, 2021 and 2020

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Bay Area Community Resources
San Rafael, California

We have audited the accompanying financial statements of Bay Area Community Resources (a California nonprofit corporation) (the "Organization"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of 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 from 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 evaluating 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.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bay Area Community Resources as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As described in Note 2 to the financial statements, the Organization has adopted ASU 2014-09, "Revenue from Contracts with Customers", effective July 1, 2020. Our opinion is not modified with respect to this matter.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Armanino LLP

Armanino[LLP]
San Francisco, California

October 28, 2021

Bay Area Community Resources
Statements of Financial Position
June 30, 2021 and 2020

	2021	2020
ASSETS		
Current assets		
Cash and cash equivalents	$ 2,624,536	$ 7,737,863
Investments	58,578	39,121
Receivables	15,793,076	9,229,005
Prepaid expenses	383,205	330,742
Total current assets	18,859,395	17,336,731
Noncurrent assets		
Deposits	87,641	111,163
Property and equipment, net	293,101	235,820
Total noncurrent assets	380,742	346,983
Total assets	$ 19,240,137	$ 17,683,714
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable and accrued expenses	$ 5,203,434	$ 4,633,100
Deferred revenue	539,702	747,569
Line of credit	372,804	-
Paycheck Protection Program loan	6,121,364	6,121,364
Total current liabilities	12,237,304	11,502,033
Net assets		
Without donor restrictions	2,906,297	2,804,799
With donor restrictions	4,096,536	3,376,882
Total net assets	7,002,833	6,181,681
Total liabilities and net assets	$ 19,240,137	$ 17,683,714

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Activities
For the Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains and other support			
Government contracts and grants	$ 24,664,262	$ -	$ 24,664,262
School contracts and grants	18,262,759	2,350,943	20,613,702
Corporate foundation grants and individual contributions	2,362,593	3,641,206	6,003,799
Counseling fees	924,593	-	924,593
In-kind services	634,000	-	634,000
Other income	20,061	-	20,061
Net assets released from restrictions	5,272,495	(5,272,495)	-
Total revenues, gains and other support	52,140,763	719,654	52,860,417
Functional expenses			
Program services	45,348,276	-	45,348,276
Support services			
Management and general	6,195,290	-	6,195,290
Fundraising	495,699	-	495,699
Total support services	6,690,989	-	6,690,989
Total functional expenses	52,039,265	-	52,039,265
Change in net assets	101,498	719,654	821,152
Net assets, beginning of year	2,804,799	3,376,882	6,181,681
Net assets, end of year	$ 2,906,297	$ 4,096,536	$ 7,002,833

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Activities
For the Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
Revenues, gains and other support			
Government contracts and grants	$ 21,057,180	$ -	$ 21,057,180
School contracts and grants	18,397,033	-	18,397,033
Corporate foundation grants and individual contributions	376,599	5,922,079	6,298,678
Counseling fees	3,242,669	-	3,242,669
In-kind services	697,000	-	697,000
Other income	81,833	-	81,833
Net assets released from restrictions	3,607,694	(3,607,694)	-
Total revenues, gains and other support	47,460,008	2,314,385	49,774,393
Functional expenses			
Program services	41,788,618	-	41,788,618
Support services			
Management and general	5,166,962	-	5,166,962
Fundraising	278,556	-	278,556
Total support services	5,445,518	-	5,445,518
Total functional expenses	47,234,136	-	47,234,136
Change in net assets	225,872	2,314,385	2,540,257
Net assets, beginning of year	2,578,927	1,062,497	3,641,424
Net assets, end of year	$ 2,804,799	$ 3,376,882	$ 6,181,681

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Functional Expenses
For the Year Ended June 30, 2021

	National Service Programs	Behavioral Health Programs	Worforce Development Programs	After School Programs	Healthy Communities Programs	Fiscal Sponsorship Projects	Total Program Services	Management and General	Fundraising	Total Support Services	Total
Salaries and wages	$ 4,213,471	$ 5,088,023	$ 2,452,929	$ 15,952,162	$ 2,028,925	$ 165,064	$ 29,900,574	$ 3,592,657	$ 380,370	$ 3,973,027	$ 33,873,601
Fringe benefits	735,624	888,311	428,254	2,674,377	354,227	28,818	5,109,611	539,943	66,408	606,351	5,715,962
Re-grants/scholarships	-	58,672	1,578,436	1,024,957	15,155	324,368	3,001,588	220	-	220	3,001,808
Recreation/wellness/events	-	1,252	42,850	60,038	-	3,571	107,711	5,070	-	5,070	112,781
Program support services	-	120,190	3,334,451	211,438	17,002	53,906	3,736,987	177	-	177	3,737,164
Materials and supplies	31,357	32,714	146,879	861,800	94,499	22,948	1,190,197	70,577	-	70,577	1,260,774
Professional development	96,320	16,426	16,338	124,579	15,201	16,126	284,990	148,457	-	148,457	433,447
Professional fees	479,326	126,949	25,603	17,576	25,905	79,325	754,684	126,000	48,106	174,106	928,790
Telecommunication and IT	10,518	31,945	47,507	40,425	18,982	3,813	153,190	522,562	815	523,377	676,567
Licenses and certifications	625	15,662	7,515	1,133	2,489	708	28,132	153,151	-	153,151	181,283
Outreach and promotion	29,197	11,452	7,549	9,765	723	1,979	60,665	31,978	-	31,978	92,643
Audit, insurance and legal	-	-	-	-	-	349	349	529,809	-	529,809	530,158
Facility expenses	131,785	220,230	296,710	139,776	93,170	25,126	906,797	420,083	-	420,083	1,326,880
Depreciation and amortization	-	-	-	-	-	-	-	56,519	-	56,519	56,519
Miscellaneous	15,551	23,997	28	13,649	54,244	5,332	112,801	(1,913)	-	(1,913)	110,888
	$ 5,743,774	$ 6,635,823	$ 8,385,049	$ 21,131,675	$ 2,720,522	$ 731,433	$ 45,348,276	$ 6,195,290	$ 495,699	$ 6,690,989	$ 52,039,265

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statement of Functional Expenses
For the Year Ended June 30, 2020

	National Service Programs	Behavioral Health Programs	Worforce Development Programs	After School Programs	Healthy Communities Programs	Fiscal Sponsorship Projects	Total Program Services	Management and General	Fundraising	Total Support Services	Total
Salaries and wages	$ 3,199,856	$ 5,400,884	$ 2,078,053	$ 17,423,941	$ 756,247	$ 348,630	$ 29,207,611	$ 2,785,284	$ 183,863	$ 2,969,147	$ 32,176,758
Fringe benefits	486,418	821,002	315,890	2,648,658	114,959	52,996	4,439,923	423,398	27,949	451,347	4,891,270
Re-grants/scholarships	-	50,285	775,845	1,173,785	56,575	301,571	2,358,061	8,000	1,305	9,305	2,367,366
Recreation/wellness/events	1,204	4,426	22,461	18,593	-	4,999	51,683	23,095	-	23,095	74,778
Program support services	13,287	111,910	767,047	51,057	22,368	55,288	1,020,957	59,557	-	59,557	1,080,514
Materials and supplies	5,521	68,105	101,716	600,666	110,863	38,242	925,113	48,503	10,000	58,503	983,616
Professional development	137,286	40,553	94,588	134,900	110,680	23,551	541,558	147,859	-	147,859	689,417
Professional fees	426,965	830,068	41,907	4,824	38,201	247,320	1,589,285	142,244	8,483	150,727	1,740,012
Telecommunication and IT	11,593	45,106	81,842	43,036	16,637	3,890	202,104	356,675	46,956	403,631	605,735
Licenses and certifications	1,162	43,194	12,126	4,395	-	7,533	68,410	150,903	-	150,903	219,313
Audit, insurance and legal	-	-	-	-	-	-	-	445,271	-	445,271	445,271
Facility expenses	167,269	529,843	249,966	147,259	50,477	59,521	1,204,335	358,018	-	358,018	1,562,353
Depreciation and amortization	-	-	-	-	-	-	-	59,503	-	59,503	59,503
Miscellaneous	57,149	100,976	76	20,179	-	1,198	179,578	158,652	-	158,652	338,230
	$ 4,507,710	$ 8,046,352	$ 4,541,517	$ 22,271,293	$ 1,277,007	$ 1,144,739	$ 41,788,618	$ 5,166,962	$ 278,556	$ 5,445,518	$ 47,234,136

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Statements of Cash Flows
For the Years Ended June 30, 2021 and 2020

	2021	2020
Cash flows from operating activities		
Change in net assets	$ 821,152	$ 2,540,257
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities		
Depreciation and amortization	56,519	59,503
Net realized and unrealized (gains) losses on investments	(19,457)	13,502
Bad debt expense	5,796	139,989
Changes in operating assets and liabilities		
Receivables	(6,569,867)	(930,889)
Prepaid expenses	(52,463)	(32,330)
Deposits	23,522	324,414
Accounts payable and accrued expenses	570,334	692,855
Deferred revenue	(207,867)	163,546
Net cash provided by (used in) operating activities	(5,372,331)	2,970,847
Cash flows from investing activities		
Purchases of property and equipment	(113,800)	(9,265)
Net cash used in investing activities	(113,800)	(9,265)
Cash flows from financing activities		
Net borrowings (payments) on line of credit	372,804	(1,345,083)
Proceeds from Paycheck Protection Program loan	-	6,121,364
Net cash provided by financing activities	372,804	4,776,281
Net increase (decrease) in cash and cash equivalents	(5,113,327)	7,737,863
Cash and cash equivalents, beginning of year	7,737,863	-
Cash and cash equivalents, end of year	$ 2,624,536	$ 7,737,863

Supplemental disclosure of cash flow information

Cash paid during the year for interest	$ 6,616	$ 39,045

The accompanying notes are an integral part of these financial statements.

Bay Area Community Resources
Notes to Financial Statements
June 30, 2021 and 2020

1. NATURE OF OPERATIONS

Bay Area Community Resources (the "Organization") was formed on July 1, 1993 through the combination of two similar non-profit organizations that educate and help the public deal with substance abuse problems.

The Organization provides youth academic assistance services; alcohol, drug abuse and tobacco education; counseling services; mental health services; youth enrichment and also operates programs that promote community health. The Organization obtains its funding primarily from government subcontracts and grants, contracts with schools, grants and contributions from foundations and corporations, and contributions from the general public. Direct services are organized into program groups, which have a similar focus and common participant outcomes. These programs serve youth and adults in seven Bay Area counties.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation

The financial statements of Bay Area Community Resources have been prepared on the accrual basis of accounting and presented in accordance with accounting principles generally accepted in the United States of America (GAAP). Significant accounting policies are described below.

The Organization reports information regarding its financial position and activities according to two classes of net assets:

- *Net assets without donor restrictions* - Net assets available to support all activities of the Organization, and not subject to donor-imposed stipulations. These generally result from revenues generated by providing services, receiving contributions, and receiving interest from investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.
- *Net assets with donor restrictions* - Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by the actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity. The Organization does not have any assets with donor restrictions to be held in perpetuity at June 30, 2021 and 2020.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Change in accounting principle

In May 2014, the Financial Accounting Standards Board ("FASB") issued ASU 2014-09, "Revenue from Contracts with Customers (Topic 606)" and subsequently issued additional related ASU's. ASU 2014-09 outlines a single comprehensive standard for revenue recognition across all industries and supersedes most existing revenue recognition guidance. In addition, qualitative and quantitative disclosures are required to enable users of financial statements to understand the nature, amount, timing, and uncertainty of revenue and cash flows arising from contracts with customers. The Organization adopted ASU 2014-09 with a date of the initial application of July 1, 2020, using the modified retrospective approach.

The adoption of ASU 2014-09 did not have a material impact on the Organization's financial position, results of operations, or cash flows. The Organization has evaluated its revenue recognition policies and has determined that there is no material change as a result of the adoption of the standard.

Cash and cash equivalents

For purposes of the statement of cash flows, the Organization considers all highly liquid investments with original maturities of three months or less to be cash equivalents. At times, bank deposit accounts may exceed the FDIC limits.

Investments

Investments are carried at the quoted market value of the securities and are subject to market fluctuations. Gains and losses are reflected as increases or decreases in without donor restriction of net assets unless the donor or relevant laws place with donor restrictions on the gains and losses.

During the years ended June 30, 2021 and 2020, investments appreciated (depreciated) in value by $19,457 and ($13,502) respectively.

Investments and fair value measurements

Investments are reflected in the statements of financial position at fair value with changes in realized and unrealized gains and loses resulting from changes in fair value reflected in the statements of activities as investment gain or loss. Publicly traded investments in active markets are reported at the market closing. Investment transactions are recorded on a trade-date basis (for publicly traded investments) or upon closing of the transaction (for private investments).

- *Level 1* - Quoted prices are available in active markets for identical investments as of the reporting date. The type of investments, which would generally be included in Level I, includes listed equity securities.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Investments and fair value measurements (continued)

- *Level 2* - Pricing inputs are observable for the investments, either directly or indirectly, as of the reporting date, but are not identical as those used in Level 1. These inputs may include quoted prices for identical instruments on an inactive market. Fair value is determined through the use of models or other valuation methodologies.
- *Level 3* - Pricing inputs are unobservable for the investment and include situations where there is little, if any, market activity for the investment. The inputs into the determination of fair value require significant judgment or estimation by management. The types of investments, which would generally be included in this category include debt, asset-backed securities, forward contracts, long-term debt securities, multi-strategy holding company swaps and warrants, real estate, and equity securities issued by private entities.

Property and equipment

Property and equipment are recorded at cost. Acquisitions of $7,500 or more are capitalized. Leasehold improvements are amortized over the shorter of the estimated useful life or the life of the lease.

Depreciation and amortization of property and equipment is computed using the straight-line method over the following estimated useful lives:

Office furniture	3 - 7 years
Office equipment	3 - 5 years
Vehicles	5 years
Leasehold improvements	Lesser of useful life or lease term

Revenue recognition

Effective July 1, 2020, the Organization adopted Topic 606. The core principle of the guidance in Topic 606 is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. To achieve this core principle, five basic criteria must be met before revenue can be recognized:

- Identification of the contract, or contracts, with a customer;
- Identification of the performance obligations in the contract;
- Determination of the transaction price;
- Allocation of the transaction price to the performance obligations in the contract; and
- Recognition of revenue when, or as, the Organization satisfies a performance obligation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue recognition (continued)

School contracts are considered exchange transactions and the revenues are accounted for under Topic 606. Revenues from school contracts are recognized as the Organization delivers the services to the school districts as stipulated in the related contracts.

Deferred revenue represents amounts received for future services to be provided by the Organization. Deferred revenue is recognized as revenue in the period the related programs are held.

In addition, the Organization derives revenues from cost-reimbursable government grants and contracts, which are generally conditioned upon certain performance requirements and/ or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statements of financial position. The Organization has been awarded cost-reimbursable grants of approximately $2,313,000 that have not been recognized at June 30, 2021 because the grant period extends beyond June 30, 2021, therefore qualifying expenditures have yet to be incurred.

Contributions

Contributions, including unconditional promises to give, are recognized when received. Contributions are reported as increases in net assets without donor unless use of the contributed assets is specifically restricted by the donor. Amounts received that are restricted by the donor to use in future periods or for specific purposes are reported as increases in net assets with donor restriction, consistent with the nature of the restriction. The Organization reports contributions with donor-imposed restrictions as net assets without donor restriction if the restrictions are met in the same reporting period in which the contribution is received. Unconditional promises with payments due in future years have an implied restriction to be used in the year the payment is due, and therefore are reported as net assets with donor restriction until the payment is due unless the contribution is clearly intended to support activities of the current fiscal year or is received. Conditional promises to give are not recognized until they become unconditional; that is when the barrier has been overcome and right of release/right of return no longer exists.

Allowance for uncollectible accounts represents management's best estimate of the probable losses inherent in the accounts receivable balance. Management primarily determines the allowance based on review of the aging of accounts receivable and historical experience. Management deemed no allowance was necessary as of June 30, 2021 and 2020 . The Organization recorded $5,796 and $139,989 in bad debt expense during the years ended June 30, 2021 or 2020, respectively, to write off receivables that were no longer deemed collectible.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

In-kind services

In-kind services are contributions of donated services that create or enhance nonfinancial assets or that require specialized skills provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. The Organization records in-kind services based on the time worked in various programs by individuals at rates of pay considered by management to be commensurate with others possessing their skill levels. The Organization recognized in-kind revenue and in-kind expenses (included in consultant and professional fees) for the years ended June 30, 2021 and 2020 of $634,000 and $697,000, respectively.

A number of unpaid volunteers have made significant contributions of their time to the Organization, however, the value of these services is not reflected in these statements because the criteria for recognition have not been satisfied (see Note 7).

Functional expenses

The costs of providing the Organization's various programs and other activities have been summarized on the statements of functional expenses; accordingly, certain indirect costs have been allocated among the programs and support services benefited based on staff time allocation records and management estimates.

Income tax status

The Organization was granted tax exempt status under Section 501(c)(3) of the Internal Revenue Code, and Section 23701(d) of the State of California Revenue and Taxation Code, and has obtained determination letters from the Internal Revenue Service and the California Franchise Tax Board to that effect. Accordingly, the primary operations of the Organization are currently considered exempt from federal income and state franchise taxes.

The Organization has evaluated its current tax positions and has concluded that as of June 30, 2021, the Organization does not have any significant uncertain tax positions for which a liability would be necessary.

Use of estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates relating to the collectability of receivables, the estimated useful lives of depreciable assets, the value of in-kind services and the allocation of indirect costs to programs. Such assumptions affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Subsequent events

Management has evaluated subsequent events through October 28, 2021, the date the financial statements were available to be issued. No subsequent events have occurred that would have a material impact on the presentation of the Organization's financial statements.

3. INVESTMENTS

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of June 30, 2021:

	Level 1	Level 2	Level 3	Fair Value
Money market funds	$ 14,779	$ -	$ -	$ 14,779
Investments in equities	43,799	-	-	43,799
	$ 58,578	$ -	$ -	$ 58,578

The following table sets forth by level, within the fair value hierarchy, the Organization's assets at fair value as of June 30, 2020:

	Level 1	Level 2	Level 3	Fair Value
Money market funds	$ 14,198	$ -	$ -	$ 14,198
Investments in equities	24,923	-	-	24,923
	$ 39,121	$ -	$ -	$ 39,121

4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	2021	2020
Office equipment	$ 667,637	$ 553,837
Office furniture	106,115	106,115
Vehicles	77,819	77,819
Leasehold improvements	126,023	126,023
	977,594	863,794
Accumulated depreciation and amortization	(684,493)	(627,974)
	$ 293,101	$ 235,820

4. PROPERTY AND EQUIPMENT (continued)

Depreciation and amortization expense for the years ended June 30, 2021 and 2020 amounted to $56,519 and $59,503, respectively.

5. LINE OF CREDIT

The Organization maintains a line of credit with a financial institution, with a maximum borrowing limit of seventy percent of the Organization's Eligible Accounts balance, up to a maximum of $3.5 million. In August 2021, the Organization renewed the credit agreement through the earlier of (a) September 1, 2022, and (b) the date on which the principal amount of all outstanding Revolving Credit Loans have been declared or automatically have become due and payable (whether by acceleration or otherwise). The line bears interest at a rate per annum equal to, at the Organization's option, either (a) for an average Secured Overnight Financing Rate (SOFR) for the interest period plus 3.10%, or (b) for a Prime Loan, the greater of (i) the Floor for a Prime Loan and (ii) the Prime Rate plus 0.25%. The outstanding balance on the line of credit at June 30, 2021 was $372,804. There was no outstanding balance on the line of credit at June 30, 2020. The line of credit is secured by all of the Organization's assets.

6. PAYCHECK PROTECTION PROGRAM

On April 29, 2020, the Organization qualified for and received a loan pursuant to the Paycheck Protection Program, a program implemented by the U.S. Small Business Administration under the Coronavirus Aid, Relief, and Economic Security Act, from a qualified lender (the "PPP Lender"), for an aggregate principal amount of $6,121,364 (the "PPP Loan"). The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured. The principal amount of the PPP Loan is subject to forgiveness under the Paycheck Protection Program upon the Organization’s request to the extent that the PPP Loan proceeds are used to pay expenses permitted by the Paycheck Protection Program, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the Organization. The Organization has applied for forgiveness of the PPP Loan with respect to these covered expenses. To the extent that all or part of the PPP Loan is not forgiven, the Organization will be required to pay interest on the PPP Loan at a rate of 1.0% per annum, and principal and interest payments will be required through the maturity date in April 2022. The terms of the PPP Loan provide for customary events of default including, among other things, payment defaults, breach of representations and warranties, and insolvency events. The PPP Loan may be accelerated upon the occurrence of an event of default.

The Organization accounts for the PPP Loan under the debt model. The balance of the PPP Loan at June 30, 2021 and 2020 amounted to $6,121,364.

7. IN-KIND REVENUE AND SUPPORT

The Organization recognizes in-kind revenue for certain professional services received at fair value. The value of those services has been reflected on the statements of activities in accordance with accounting principles generally accepted in the United States of America.

7. IN-KIND REVENUE AND SUPPORT (continued)

Non-professional volunteer services of approximately 319,000 service hours with an assigned value as determined by management of $1,853,000 (unaudited) were provided during the year ended June 30, 2021, and non-professional volunteer services of approximately 300,000 service hours with an assigned value as determined by management of $2,375,000 (unaudited) were provided during the year ended June 30, 2020. These amounts are not recorded by the Organization, and are not reflected on the accompanying financial statements.

8. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions consist of the following:

	2021	2020
Academic and afterschool programs	$ 1,999,312	$ 309,519
Community and behavioral health programs	973,069	809,404
National service programs	473,009	392,252
Fiscal sponsorship	567,674	175,988
Youth employment programs	83,472	1,689,719
	$ 4,096,536	$ 3,376,882

Net asset with donor restrictions released from restriction during the year consist of the following:

	2021	2020
Academic and afterschool programs	$ 1,533,164	$ 402,601
Community and behavioral health programs	151,300	408,575
National service programs	2,037,223	1,982,431
Fiscal sponsorship	264,992	720,570
Youth employment programs	1,607,246	93,517
	$ 5,593,925	$ 3,607,694

9. EMPLOYEE BENEFIT PLANS

During 2017, the Organization adopted a defined contribution retirement plan (the "Plan") under Section 401(a) of the Internal Revenue Code, that covers eligible employees who work a minimum of 1,000 hours a year. The amount of profit sharing contributions made into the Plan is discretionary in an amount as determined by the Organization. The Organization did not make any employer contributions to the Plan during the years ended June 30, 2021 and 2020.

10. COMMITMENTS AND CONTINGENCIES

Operating leases

The Organization has entered into various operating leases for property and equipment with lease terms expiring through 2026 and monthly lease expense ranging from $500 through $13,000.

The scheduled minimum lease payments under the lease terms are as follows:

Year ending June 30,	
2022	$ 586,732
2023	570,613
2024	247,615
2025	87,434
2026	3,278
	$ 1,495,672

Rent expense for the years ended June 30, 2021 and 2020 was $721,193 and $869,833 respectively, and included in facility expenses on the statements of functional expenses.

Severance agreement

On June 17, 2014, the Organization executed an employment agreement with the Executive Director which, in part, details his severance benefits upon termination. Upon termination, as defined in the agreement, the Executive Director will receive 4.7 months of the final base salary, commencing on the first payroll date following termination. An additional 4.7 months of the final base salary will be added, up to an additional total of 9.3 months, for each year the Executive Director remains employed following the execution of the employment agreement. In addition, there will be a one-time compensation payment of $25,000 for the successful transition of a new Chief Executive Officer to the Organization. Furthermore, the Executive Director will enter into a consulting agreement with the Organization for a minimum of six-months that will commence upon termination as the Executive Director. As of June 30, 2021 and 2020, respectively, $225,000 has been accrued for these severance benefits by the Organization and is included in accounts payable and accrued expenses on the statements of financial position.

Concentrations

The Organization receives a substantial amount of its support from state and federally funded programs and school districts. A significant reduction in the level of support from any of these sources could have an adverse effect on the Organization's operations. The Organization had receivables due from three entities that accounted for 67% of total receivables at June 30, 2021, and receivables from two entities that accounted for 62% of total receivables at June 30, 2020.

10. COMMITMENTS AND CONTINGENCIES (continued)

Contingencies

From time to time the Organization may be subject to a variety of claims and suits in the ordinary course of business. As of June 30, 2021, management believes there are no such outstanding claims or suits that, individually or in the aggregate, would have a material adverse affect on the Organization's financial position, results of operations, or cash flows.

11. LIQUIDITY AND FUNDS AVAILABLE

As part of the Organization's liquidity management, it structures its financial assets to be available as its general expenditures, liabilities, and other obligations come due. To meet liquidity needs, the Organization has cash and cash equivalents available. Contributions receivable that are considered current will be collected from donors within one year.

Monthly, the Finance Committee reviews the Organization's financial position and discusses a reasonable cash position to maintain. The Finance Committee has set a target of 5 days in cash as the minimum for 2021.

The Organization has a $3,500,000 line of credit available for use.

The following is a quantitative disclosure which describes financial assets that are available within one year of June 30, 2021 to fund general expenditures and other obligations as they become due:

Financial assets	
Cash and cash equivalents	$ 2,624,536
Investments	58,578
Receivables	15,793,076
	18,476,190
Less: amounts unavailable for general expenditures within one year	
Financial assets with purpose restrictions	(4,096,536)
	(4,096,536)
	$ 14,379,654

SINGLE AUDIT REPORTS AND SCHEDULES

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Bay Area Community Resources
San Rafael, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bay Area Community Resources (a California nonprofit corporation) (the "Organization"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies.

Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Armanino LLP
San Francisco, California

October 28, 2021

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors
Bay Area Community Resources
San Rafael, California

Report on Compliance for Each Major Federal Program

We have audited Bay Area Community Resources (a California nonprofit corporation) (the "Organization")'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2021. The Organization's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Organization's compliance.

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weakness or significant deficiencies.

We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Armanino LLP
San Francisco, California

October 28, 2021

Bay Area Community Resources
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Total Federal Expenditures
Expenditures of Federal Awards			
Corporation for National Community Service			
Pass-through programs from:			
AmeriCorps - BAYAC	94.006	15AC175499	$ 2,089,316
AmeriCorps - Climate & Energy	94.006	15AC70707	763,331
AmeriCorps - California for All Emergency Preparedness	94.006	EP3001	1,047,072
Total Corporation for National Community Service			3,899,719
U.S. Department of Health and Human Services			
Pass-through programs from:			
County of Marin Behavioral Health Services			
Block Grants for Prevention and Treatment of Substance Abuse - Alcohol and Other Drug Services	93.959	BHRS-517-19-20	9,098
Block Grants for Prevention and Treatment of Substance Abuse - Alcohol and Other Drug Services	93.959	BHRS-909-19-20	46,182
Contra Costa County Behavioral Health Services:			
Block Grants for Prevention and Treatment of Substance Abuse - Alcohol and Other Drug Services	93.959	74-439-12	276,997
County of Contra Costa Health Services - Mental Health Division			
Medical Assistance Programs - Mental Health Division Medi-Cal Programs	93.778	74-321-13	1,206,322
Community Services Block Grants - Stand Together CoCo	93.569	38-363-9	24,150
Alameda County Behavioral Health Care Services			
Substance Abuse & Mental Health Services	93.276		76,848
Total U.S. Department of Health and Human Services			1,639,597
U.S. Department of Education			
Pass-through program from:			
Twenty-First Century Community Learning Centers			
Oakland Unified School District - 21st Century Grants	84.287	14-1306	599,824
San Francisco Unified School District - 21st Century Grants	84.287	SFUSD APSA 19-21	176,265
San Francisco Unified School District - 21st Century Grants Beacon Schools	84.287	SFUSD APSA 19-21	79,381
Total U.S. Department of Education			855,470
U.S. Department of Labor			
Pass-through program from:			
WIOA Youth Activities			
WIOA Adult Program			
State of California EDD WIA Subgrant	17.258	K8109228	62,089
Total U.S. Department of Labor			62,089

The accompanying notes to the Schedule of Expenditures of Federal Awards are an integral part of this schedule.

Bay Area Community Resources
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2021

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Total Federal Expenditures
U.S. Department of Agriculture			
Pass-through programs from:			
County of Contra Costa Health Services - Public Health Division			
Supplemental Nutrition Assistance Grant	10.551	72-059-7	45,620
Total U.S. Department of Agriculture			45,620
U.S. Department of Justice			
Pass-through programs from California-School-Based Health Alliance			
Juvenile Mentoring Program			
Young Men's Empowerment Collaborative	16.726		19,209
Total U.S. Department of Justice			19,209
U.S. Department of Housing and Urban Development			
Community Development Block Grants			
Pass-through programs from:			
City of Berkeley	14.218	105564	94,964
City and County of San Francisco Mayor's Office - Portola Neighborhood Association- Economic Development	14.218	96413-17	70,000
Total U.S. Department of Housing and Urban Development			164,964
Total Expenditures of Federal Awards			$ 6,686,668

The accompanying notes to the Schedule of Expenditures of Federal Awards are an integral part of this schedule.

Bay Area Community Resources
Notes to Schedule of Expenditures of Federal Awards
June 30, 2021

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Bay Area Community Resources (the "Organization") under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement. Pass-through entity identifying numbers are presented where available and applicable.

3. INDIRECT COST RATE

The Organization has elected to not use the 10% de minimus indirect cost rate for federal awards. The Organization applies indirect costs in accordance with the specific terms of its federal award agreements.

Bay Area Community Resources
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2021

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified that are not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified that are not considered to be material weaknesses?	None reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	No

Identification of major programs:

Name of Federal Program or Cluster	Assistance Listing Number
AmeriCorps State and National	94.006
21st Century Community Learning Centers	84.287

Dollar threshold used to distinguish between Type A and Type B programs	$750,000
Auditee qualified as low-risk auditee?	Yes

Bay Area Community Resources
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2021

SECTION II - SUMMARY OF FINANCIAL STATEMENT FINDINGS

There are no financial statement findings to be reported.

SECTION III - SUMMARY OF FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

There are no federal award findings to be reported.

Bay Area Community Resources
Summary Schedule of Prior Audit Findings
For the Year Ended June 30, 2021

There were no prior year findings.

Wednesday, June 23 2021

To Whom It May Concern:

It has been an honor and my pleasure to have partnered with the BACR organization over the past couple of years. Through strong collaboration, deep partnerships, and strong communication we are able to provide a robust After School program at our Rocketship Futuro. Rocketship and BACR have standing monthly administrative meetings where we talk about higher level program needs as well as compliance capacity. There are also site based weekly meetings with the personnel from the school team such as the Business Operations Manager and the BACR Site Director. This past year was our strongest year in partnership as BACR really supported our distant learning model and did what was best for kids during the pandemic. This has gone to show that BACR has been a strong partner in customizing the needs of Rocketship to fit the needs of our students.

If given this funding, this will allow BACR to reach even more students at our campus. Our mission at Rocketship is to close the achievement gap within our lifetime and BACR is a big component in helping us do so. If approved of this funding this will allow BACR to help more students with homework help as well as provide students with fun enrichment. I urge you to please approve of this funding for Rocketship. Please feel free to reach out with any questions you may have.

Sincerely,

Tommy Slater
Rocketship Regional Director of Operations
Phone: (650) 464-0509
Email: tslater@rsed.org

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

After School Programs

June 16, 2021

To whom it may concern,

I would like to recommend the BACR team to any school district needing a partner in providing a systematized, program oriented, and child-focused after school program.

I have been working with BACR for over eight years and their ability to manage and audit program compliance and requisites are to be commended. They are responsive to the administrative deliverables expected and they lead with a collaborative stance at all times. Most importantly, they are able to recruit and sustain a qualified, caring and responsible group of adults to teach and lead children. Further, we represent a vast spectrum of families and as such we need an After School Partner who is trained to deal with cultural diversity, socio-economic needs awareness and sometimes, crisis management.

During the Pandemic, BACR was our most reliable partner to pivot into Learning Hubs and adapt to the needs of the school overnight. Their relationship with the Principal made all the difference. We are extremely grateful for their partnership.

On a several instances I have been impressed by their ability to document, speak from a place of true care for children, and most importantly see that they have a deep respect for all families. They are a caring and professional partner.

If you have any questions, please contact me.

Claudia Medina
After School Programs Coordinator
510/337-7190 | cmedina@alamedaunfied.org

BACR TODAY

MISSION

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families, and communities. There are three core components to our mission:

I. Provide direct services to promote healthy development;
II. Encourage volunteers to provide service to their community; and
III. Build and strengthen all of the communities we serve, so that community members and institutions can effect change.

I. DIRECT SERVICES

BACR direct services are organized into program industry groups, which have a similar focus and common participant outcomes. These programs serve youth and adults in seven Bay Area counties and numerous communities and (K-12) schools. Direct services are delivered in each of the following program groups:

AFTER-SCHOOL
Our after school programs offer safe and enriching after school opportunities to young people where they can learn to be productive, build positive adult and peer relationships, and participate in meaningful academic and enrichment activities. BACR provides these programs at more than 100 schools in the Bay Area**.**

BEHAVIORAL HEALTH ADVOCACY, PREVENTION, & TREATMENT
BACR provides direct services to individuals and families needing support to overcome mental health or substance use problems. Alcohol and Drug, Tobacco, and Mental Health programs deliver prevention and treatment services to youth and adults having a broad spectrum of needs, ranging from the need for basic information to treatment for chronic alcoholism and drug recovery. Specifically, BACR offers school-based counseling and education, community-based centralized assessment and referral to treatment, family therapy, DUI programs, and tobacco education and cessation. Our environmental prevention services aim to change community norms about alcohol, drugs, and tobacco use by advocating for private or public policy adoption.

HEALTHY COMMUNITIES
In this industry, school- and community-based health centers serve as hubs of integrated, coordinated services and programs where youth and families can find support, resources, and community. Examples of our hubs include First 5 Centers, Healthy Start programs, high school health centers, community schools, and other family resources and early childhood programs. BACR strives to create vibrant, accessible, inclusive hubs that are safe, open, and nurturing places for participants to belong and call home.

NATIONAL SERVICE
Giving back is vital to healthy development. Through BACR's National Service program, participants achieve personal benefits by having opportunities to contribute to community improvement. Youth benefit as well through a variety of academic and youth development services delivered by BACR's AmeriCorps members. AmeriCorps members are placed at more than 70 local schools and programs where these services are provided.

WORKFORCE & EDUACTION (formerly Youth Workforce)
Our workforce model ensures that youth have access to five interventions, which are 1) Academic support, 2) Workforce skill building and employment, 3) Civic engagement, 4) Connection to support services, and 5) Meaningful participation in youth development activities. Our participants are resilient, facing multiple barriers that prevent them from accessing opportunities that would allow them to transition into adulthood successfully; healthy, self-sufficient; and free from the justice system. To ensure that services are accessible, our projects and outreach activities are delivered in a range of school- and community-based settings.

II. ENCOURAGE VOLUNTEERS TO PROVIDE SERVICE TO THEIR COMMUNITY.

All programs in the BACR family encourage "giving back" to the local communities. We organize community service projects conducted by volunteers, many of whom have been service recipients, who commit to a weekend – or sometimes commit to a year – to mentor or tutor a young person. These projects result in a positive and meaningful experience for thousands of volunteers, as well as build on their skills and commitment to civic responsibility. At the same time, they are making a positive difference in the lives of individuals and in their community.

III. BUILD AND STRENGTHEN ALL OF THE COMMUNITIES WE SERVE SO THAT COMMUNITY MEMBERS AND INSTITUTIONS CAN AFFECT CHANGE.

Building community in all we do is part of the BACR way. Each program sees itself as part of the community and seeks out community partners with whom to collaborate. Our staff represent the agency on numerous coalitions sharing a common vision of community empowerment and capacity building.

ORGANIZATIONAL STRUCTURE AND STAFFING

The Board of Directors is the legal entity responsible for the operation of the agency. It develops agency policy, mission, and goals, and ensures that adequate resources are available to carry out such goals.

BACR is led by a Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, and a program-based team of Project Directors. BACR has approximately 1,300 full- and part-time staff members and AmeriCorps members.

The agency's FY 2019-20 budget is approximately $45 million including in-kind services. Major funding sources include government, corporate and foundation grants, and school contracts.

SUMMARY OF FY 2019-20 PROJECT SERVICES

We will deliver 1,046,579 staff hours and 335,698 volunteer hours directly serving 32,451 students/ individuals and their families. Twenty-four percent (24%) of all services will be supported by volunteers, interns, or AmeriCorps members. The service distribution is as follows:

Program	Number Served	Staff Hours	FTE	Volunteers	Volunteer Hours
After School	*15,867*	*749,000*	*414*	*518*	*22,325*
Alcohol and Drug	*2,728*	*56,410*	*31*	*102*	*2,245*
Mental Health	*3,345*	*114,784*	*64*	*37*	*27,880*
Public Health Advocacy & Policy	*121*	*15,402*	*9*	*35*	*1,460*
National Service	*6,510*	*22,403*	*12*	*3,204*	*258,050*
Workforce & Education	*565*	*44,400*	*24*	*100*	*10,000*
Healthy Communities	*3,115*	*44,580*	*25*	*1,160*	*13,738*
Grand Totals	32,451	1,046,579	579	5,156	335,698

BACR East Bay After School Programs
Training Topics
Yearly Basis

Line Staff Trainings

Initial & Monthly Training Opportunities – In Person

- BACR 101 and HR related topics
- Classroom Behavior Management
- Lesson Planning
- Social and Emotional Learning
- PQA
- Professionalism & Communications
- Policies and Procedures (emphasis in Safety, Incidents, CPS, and Line Staff Handbook)
- Youth Development
- CPR & First Aide
- Mental Health First Aid

Monthly Training Opportunities – Online through Safe Schools

- Mandated Reporter: Child Abuse and Neglect
- Emergency Operations and Planning
- Communication Systems and Skills
- School Intruders
- Making Schools Safe for LGBT Students
- Cultural Competency and Racial Bias
- Active Shooter
- Crisis Response and Recovery
- Online Safety
- Conflict Management

*Also, note HR or BACR management does sporadic additional trainings throughout the year.

Site Based

- Understanding Your Community (mapping activity)
- Expectations (Job Duties, Roles, and etc.)
- Common Core
- Building Relationships
- BACR Collaborative Best Practices
- Student Specific Needs Training
- Safety Procedures and Practice Drills

Coordinator Trainings

Summer Institute

- See SI Schedule – separate attachment

Monthly Coordinator Cluster Trainings/Meetings

- Self Audit Checklist
- Policies and Procedures
- Program Safety and Playground Safety
- Coaching
- Self Care
- Scenarios
- Culminating/Enrichment Planning/Project Planning

BACR East Bay After School Programs
Training Topics
Yearly Basis

- Goal Setting/PQI/Program Planning
- Staff Retention
- Job Expectations (i.e. deliverables deadlines)
- PQA, Quality Standards for Expanded Learning Programs, and Continuous Quality Improvement work (i.e. quality action plans)
- Accounting 101
- Relationship Building
- Expectations of a Coordinator
- Supervision - How to have crucial conversations (performance discussions)
- Safety Trainings
- CPR & First Aide
- Mental Health First Aid

Monthly Training Opportunities – Online through Safe Schools

- Mandated Reporter: Child Abuse and Neglect
- Incident Command Systems
- Managing Difficult Behaviors
- Performance Management (Mid year and end of the year evalutaions)
- Termination: Practice and Procedures
- Threat Assessment Procedures
- Workplace Injury Prevention
- City Drive: California Full Course
- Summer Leave/Termination Process
- Emergency Operations and Planning
- Communication Systems and Skills
- School Intruders
- Making Schools Safe for LGBT Students
- Cultural Competency and Racial Bias
- Active Shooter
- Crisis Response and Recovery
- Online Safety
- Conflict Management

*Also, note HR or BACR management does sporadic additional trainings throughout the year.

Quarterly

- Coaching Conversations, Modeling, and Practice
- Strengthen Based Institute
- Hiring & Recruitment & Retention
- FPM/Grant Compliance
- PQA
- Coaching
- Performance Evaluations
- Wellness
- Communications
- Time Management
- Policies and Procedures

BACR East Bay After School Programs
Training Topics
Yearly Basis

- How to deal with student trauma
- Intro to technology (Word, excel, etc.)

New Coordinator Training

- BACR 101
- Series of 5 HR Topics
- Hiring
- BACR Recruitment
- Recruitment & Screening
- BACR Resources
- Policies and Procedures
- Partnerships
- Relationship Building
- CPR & First Aide
- Mental Health First Aid

Bay Area Community Resources

Supervisor Handbook

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Introduction

Welcome to a supervisory position at Bay Area Community Resources!
This guide has been developed to assist you in familiarizing yourself with BACR's core values, culture, policies and procedures.

At the supervisory level, you will be responsible for managing many of the employment functions for a number of staff. While this guide is intended to explain the procedures for common employment functions, situations may arise that are not covered. If you are unsure of something, please contact HR before making any employment decisions, especially in regards to discipline, transfers, and terminations.

BACR spans across several locations within seven counties of the Bay Area. The corporate headquarters is located in San Rafael, Marin County, with offices in the North Bay, East Bay and San Francisco. BACR's mission is to promote the healthy development of individuals and families, encourage service and volunteerism, and help build community.

BACR delivers services to more than 100 school- and community-based sites in the following program areas:

- After School
- Alcohol and Drug Prevention and Treatment Services
- Healthy Communities
- Mental Health
- National Service
- Tobacco Education, Cessation and Policy
- Youth Leadership and Employment
- Fiscal Intermediary Services

We are very proud to have you as a part of our supervisory team at BACR and hope you have an enjoyable and rewarding experience!

Bay Area Community Resources
171 Carlos Drive
San Rafael, CA 94903
Phone: 415.444.5580
Fax: 415.444.5598
Website: www.bacr.org

BACR Best Practices

1. We persevere, are dependable and act with integrity.
2. We recognize the needs and strengths of our customers and support their development.
3. We are continuous learners – stretching, growing and innovating.
4. We build healthy relationships and are guided by a caring heart.
5. Our services are based on proven models and methods.
6. We work within communities and build alliances to meet community needs.
7. We focus on results.
8. We are humble, hopeful and have a sense of humor.

BACR Leadership Chart

Office Locations

El Cerrito Office – 11175 San Pablo Ave, El Cerrito, CA 94530

San Francisco Office/SNBC – 3925 Noriega St, San Francisco, CA 94122

San Rafael Office – 171 Carlos Drive, San Rafael, CA 94903

San Francisco CHALK- 271 Austin Street, San Francisco, CA 94109

Antioch ReSet- 113 G Street, Antioch, CA 94509

Finance and Accounting Department

	Title	Projects
Cathleen Campbell	CFO	
Ann Domingo	Controller	Admin, Development,
Cheryl Taufa	Project Accountant	DUI Programs, Criminal Justice, Marin Schools Counseling, East Bay Schools Counseling, Marin Tobacco, RIDE, Sunset Tobacco, Healthy Communities, Youth Policy Leaders, API Chat, Women's Treatment Center, Family Connections, San Pablo AOD, CoCo Lead
Leah O'neil	Project Accountant	San Francisco USD/SF Beacon, Home Away, STEM
Alicia Schiborr	Project Accountant	Making it Home Initiative, Portola Neighborhood Association, Mission Bernal Merchants Association, Sacramento Street Merchants Association, Koshland Fellows, Sanzuma Foundation, San Rafael Heritage, The Music School, Green Business Program, College Dream Team, Latino Council, Willard, Opening the World, BAYAC, Public Allies, Climate and Energy, Americorp Youth Service Academy
Arnold Blankson	Project Accountant/Facilities Manager	First 5 Resource Center, Antioch ASP, Mt Diablo ASP, WCC ASP, Alameda ASP, Marin ASP, Ebay Charter Schools
Lisa McCabe	Project Accountant	Oakland ASP, East Bay High Schools, Berkeley ASP-Jefferson
Adrianna Martinez	Project Accountant	California Workforce, SF Hope, CHALK, Roadmaps to Peace, SF

ReSet Justice Collaborative,
CCCounty Reset, Oakland
Workforce Development

Information Technology

The IT Department is available to help you with all of your technical needs, including email access issues, scheduling and conducting conference calls and online webinars, and ensuring BACR security online. IT infrastructure is provided to enable business functions and is not intended for the personal use of employees. For all technical support, go to: helpdesk.bacr.org

Spencer Bolles	IT Director
Gary Koffler	IT Coordinator
David Long	Data Manager
Gary Lai	IT Associate

When submitting a request to the IT help desk, be sure to describe the problem in detail, including all relevant information about who the request is regarding, where they are located, and times when they are available. All requests for purchasing or equipment requisitions should be sent directly to the IT Director at sbolles@bacr.org.

Conference Phone Lines

If you are using an Avaya IP Office phone/handset, there is no need to dial a phone number to join a conference bridge. The Avaya pbx network allows you to dial a code that will take you to the conference bridge menu.

Instructions to join a conference from inside the Avaya IP Office pbx network:

-Pick up the Avaya IP Office handset, or hit the speaker phone button, and dial the code *83 to access the conference bridge menu.

-Dial the conference bridge you wish to join (1-5)

-Enter the provided conference bridge security access code (501, 502, 503, 504, 505)

-You will hear a single tone when transferred into the conference bridge

When a participant exits the conference bridge, you will hear two tones

If you are not on an Avaya IP Office phone/handset, you will need to dial the phone number for the conference bridge menu.

Instructions to join a conference from outside of the Avaya IP Office pbx network:

-Dial the conference bridge phone number (415) 755-2200

-Dial the conference bridge you wish to join (1-5)

-Enter the provided conference bridge security access code (501, 502, 503, 504, 505)

-You will hear a single tone when transferred into the conference bridge

When a participant exits the conference bridge, you will hear two tones

Booking Conference Phone Lines and Conference Rooms

Please note that there are calendars for booking conference rooms and conference phone lines. If you do not have access to the calendar you can contact the help desk for assistance.

Wi-Fi

BACR discourages employees from connecting their cell phones to the office Wi-Fi, as this can interfere with the operation of the desktops in these locations. For temporary guest access, staff can connect to the BACR Guest account using the password BACRGuestWiFi

Email Groups

Email groups have been created to enable the mass distribution of email to certain groups of staff. Employees will not be able to send email to these groups unless they are a member or have been granted access from IT. To enable permission to send to a group, contact the IT help desk.

Some of these email groups include: allstaff (for sending important messages to all BACR staff emails), managers (for everyone in a supervisory role), carlosdr (for all staff located at the San Rafael Office) and Pierce St (for all staff located at the Richmond Office).

Security

All supervisors and their staff must take care when handling confidential employee information to ensure that it remains secure, especially new hire documentation and other personally identifiable information. Also be aware and on the lookout for potential security threats with your devices and accounts. If you receive phishing emails, have a device stolen, or believe that your user credentials may have been compromised, report your concerns to the help desk immediately.

Electronic Communications

Email Policy

BACR provides an email account to staff on an as-needed basis. All correspondence from BACR will be to this account and if you find that you are not receiving email, check your spam inbox.

BACR's standard email signature should be added to the end of each email in the below format:

(*Your Name*)
(*Your Title*)
(*Your Department*)
Bay Area Community Resources, Inc. (BACR)
(*Your Department/Site Location Address*)
(*Your Work Phone Number – if applicable*)
(*Your Fax Number – if applicable*)
www.bacr.org

Email Etiquette

Remember when you are writing emails that humor and tone can sometimes be misinterpreted by the recipient. Unless you know the person at the other end well, it is best to keep all email communication professional and respectful.

When writing and responding to emails, be sure that the message you are sending is applicable to all recipients. For example, do not select “reply all” to an email when your response is only relevant to one person on the list. This also applies to those managers who have the authority to send correspondence to everyone in the “manager” and “all staff” email groups. If you are unsure whether your message is applicable to the whole group, contact HR.

Cell Phone Policy

Staff may not use their cell phones or any other electronic devices or social media during work hours unless pre-approved by their manager.

BACR may provide cell phones to certain managers and program coordinators if it is determined to be necessary and cost effective to do so. Employees using their personal cell phones for work purposes may receive reimbursement upon approval of their Program Manager and if the reimbursement is included in the program budget.

1. Cell phones are provided specifically to carry out BACR business when other means of communication are not readily available.
2. Cell phones are not to be used when a less costly alternative is readily available, unless otherwise necessary for safety or emergency circumstances
3. Personal use of a BACR owned cell phone is limited to making or receiving calls that would otherwise not result in minutes used in excess of the plan allowance for a given billing period. If it is determined that any charges are incurred for the convenience of the employee and are non-business-related, the responsibility for these charges may be transferred to the employee.
4. If using a cell phone to communicate with clients when personal information of a confidential nature is discussed, staff must speak in a private area where the conversation will not be overheard.
5. Cell phones are not to be loaned to others without the express consent of the Program Director.
6. Employees issued a cell phone are responsible for its safe keeping at all times. Defective, lost or stolen cell phones are to be reported immediately to the Program Director, who will notify the IT Department who will then contact the service provider.
7. Cell phones issued for employee use are to be returned to the Program Director/Manager upon termination of employment.
8. Employees are to make use of hands free equipment when it is necessary to make or receive calls while driving. Texting while driving is absolutely prohibited.
9. Use of cell phones during meetings should be avoided and used only with the permission of the meeting facilitator
10. Voice mail boxes should be checked and deleted daily to prevent a “full mail box”

Business Cards Inquiry

We do not have a designated business cards orderer but we can go to the following (both Ad infin Item and Fourth Street Press know the BACR card layout):

1. Mike Bates
Ad infin Item

San Rafael
415-459-1146

mike@adinfiniteminc.com

2. John Godsey

Fourth Street Press

882 Fourth Street

San Rafael, CA 94901

415-457-4273

415-457-0821 Fax

john@fourthstreetpress.com

3. online (ie, VistaPrint)

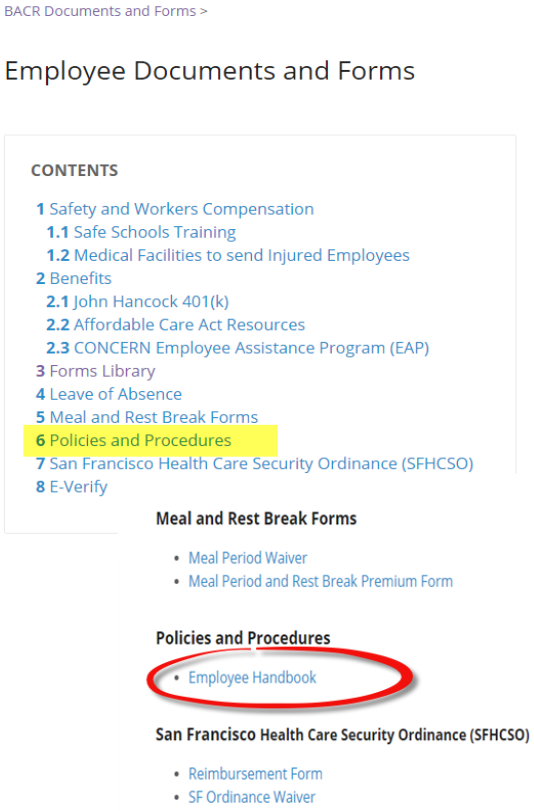
Human Resource & Payroll

The Human Resources and Payroll Department are located in the San Rafael office. The Employee Handbook, located on BACR's Documents and Forms site, outlines company policies and procedures, including:

- Employment Policies
- Work Management
- Wages, Hours and Benefits
- Time off from Work
- Leave Policies

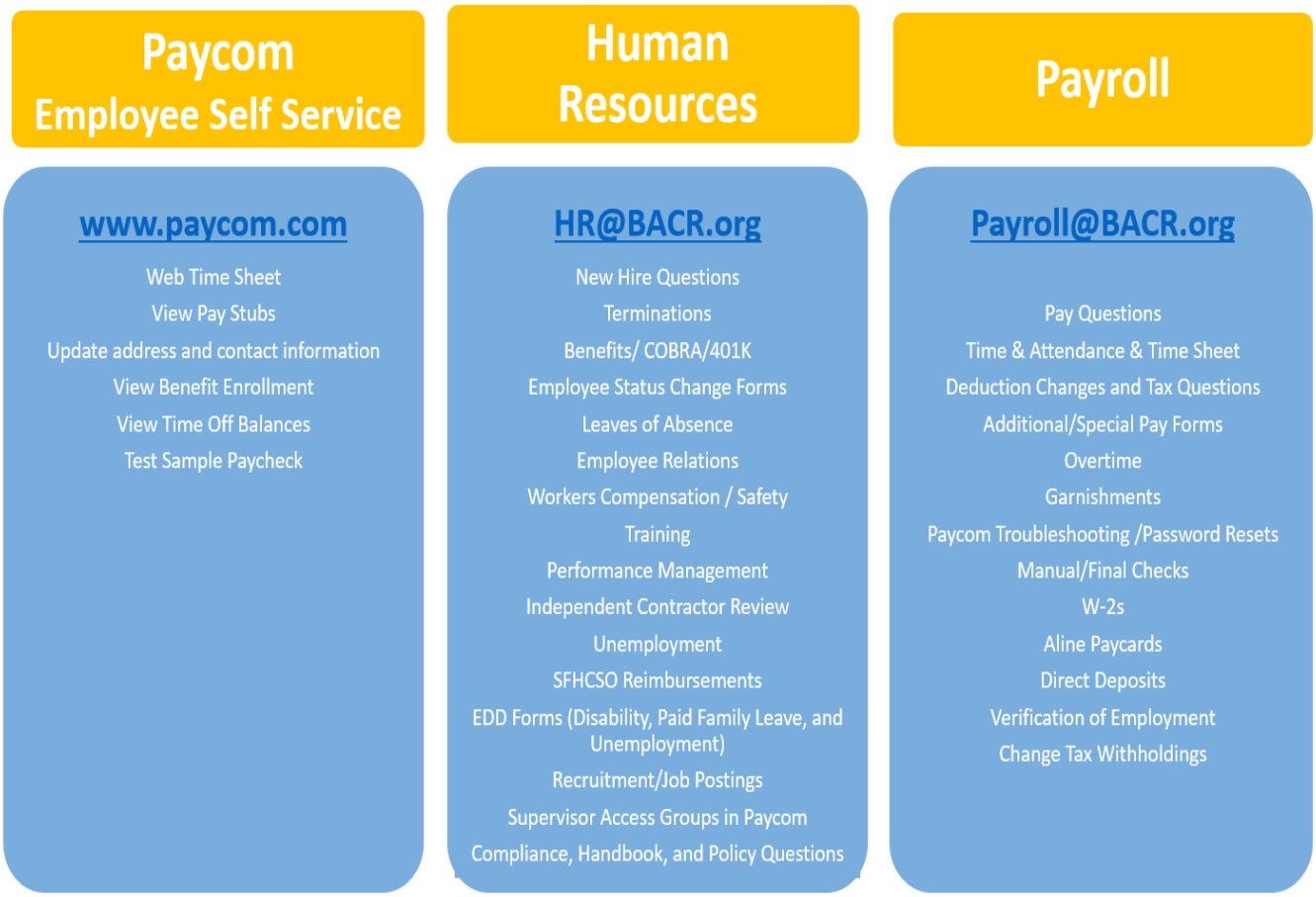
- Workplace Standards
- Safety and Security

Employee Handbook Location

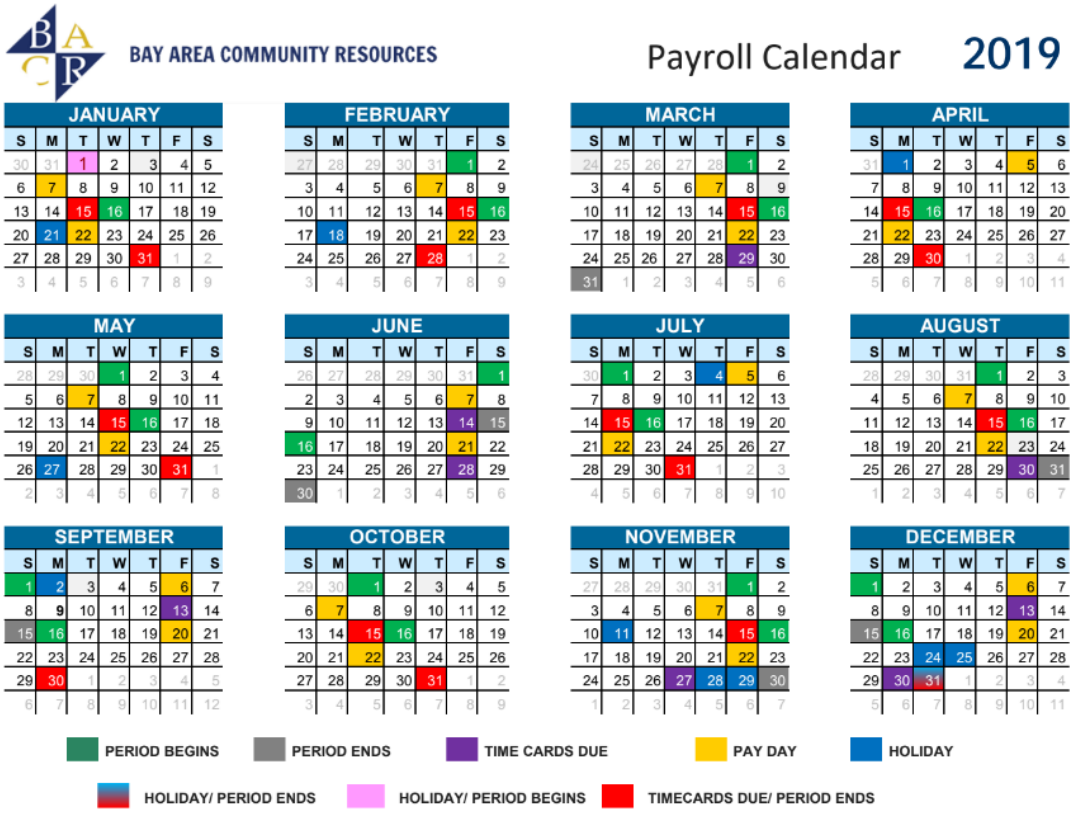


HR and Payroll Duties

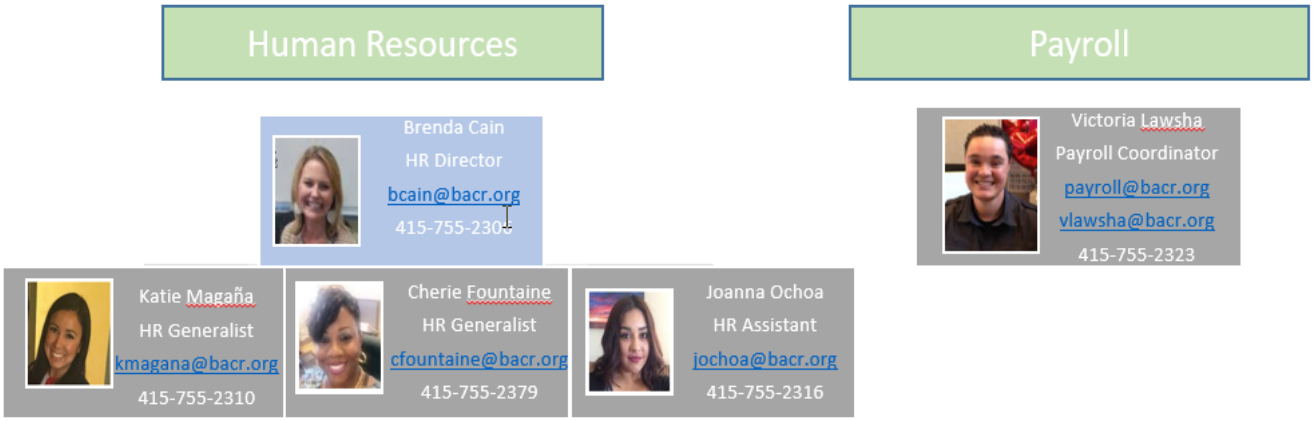
We understand that as you begin your employment with BACR or a promotion into a supervisor role, you may have many questions. We are always here to help and ensure a smooth transition. Please don't hesitate to contact Human Resources at HR@bacr.org or Payroll at Payroll@bacr.org.



Payroll Calendar



HR & Payroll Contact Information



Paycom Employee Setup and Registration

Please take a few minutes to follow the instructions below to get registered at the Paycom self-service portal.

Please go to https://paycom.com

1. Once you have navigated to the website, click on "Login" and click to select "Employee"
2. Refer to the email you should have received from your Human Resources Team for your initial login information and enter it as shown:

Login Instructions

1. Go to https://www.paycom.com
2. Click "Login" on the top left corner and then select "Employee".
3. Use the information provided below to log in.
4. You will be prompted to change your password the first time you log in.

Employee	KARA ALLEN
Department	300
Username	05092A036
Temp Password	karaallen1

You can do the following on the Paycom Self-Service Portal:

· View and update your personal information such as address, phone numbers and emergency contacts.

· View your pay statements and annual statements.

· View and update your federal filing status (W-4) and access financial calculators.

· Enter direct deposit information *(please note that this takes one pay cycle prior to becoming active).*

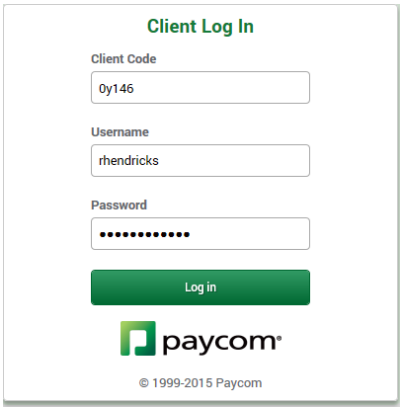
· View your attendance and time off information.

Employees can contact Payroll@BACR.org for Paycom access assistance.

Paycom Client (Manager) Setup and Registration

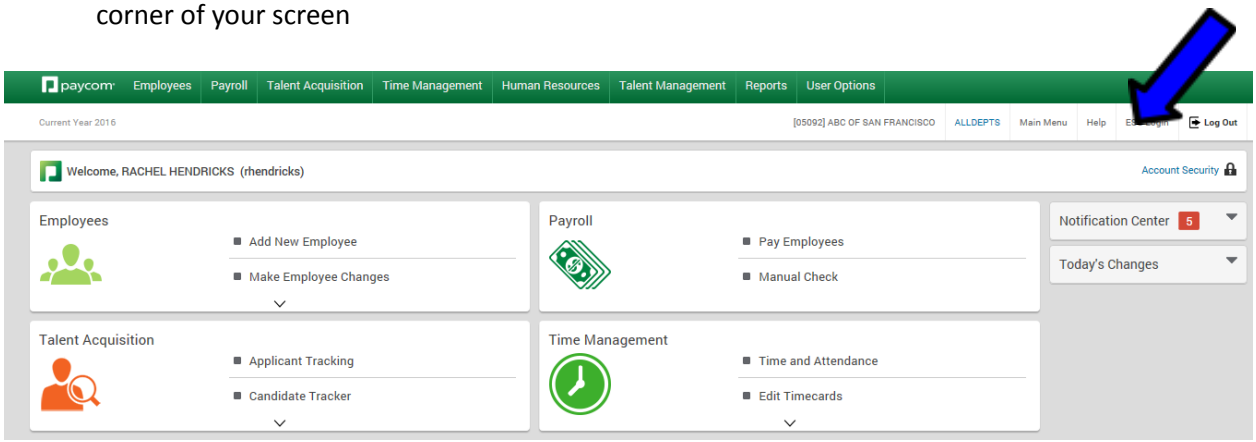
Hover over the "Login" at the top of the screen, and click to select "Client"

Everyone who works with BACR has the same Client Code: 0y146
Your manager username and password will be provided by your HR Team. You will be prompted to change your password immediately after logging in for the first time

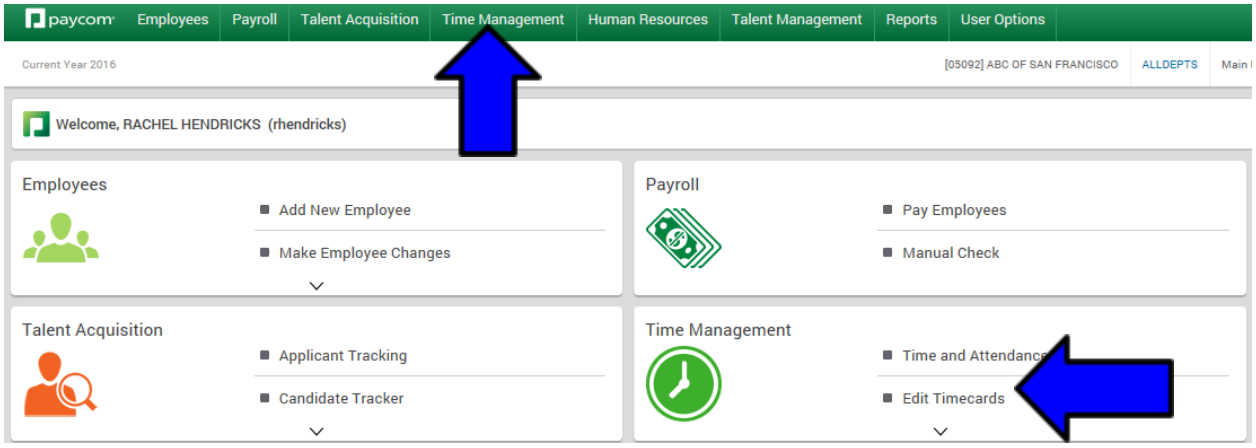


1. After logging in, you will immediately be asked to answer 5 security questions. If possible, set them to be the same as your Employee Self Service Questions.

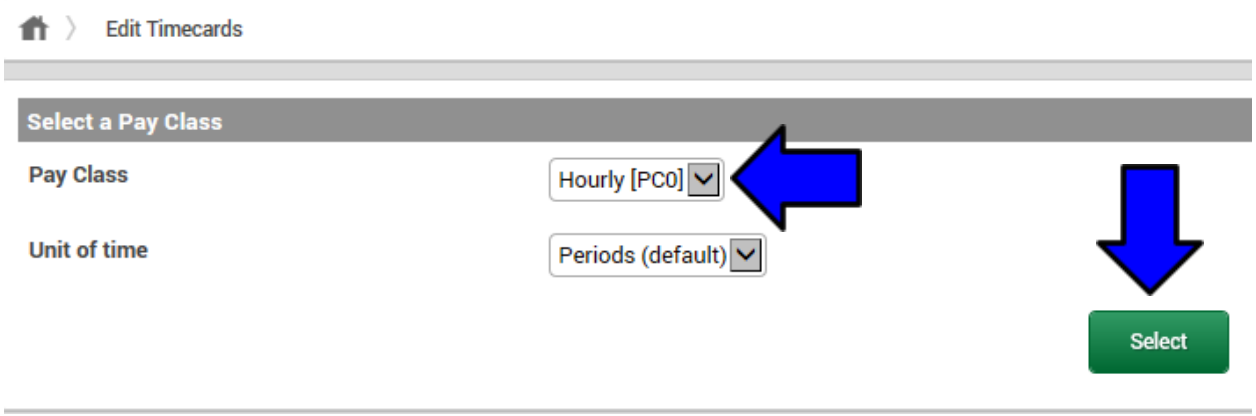
2. Once you are set up as a manager, you will ONLY need to access your accounts through Manager Self Service, and will be able to flip back and forth between your own information and your team's without logging into another web page by clicking the "ESS" in the upper, right-hand corner of your screen



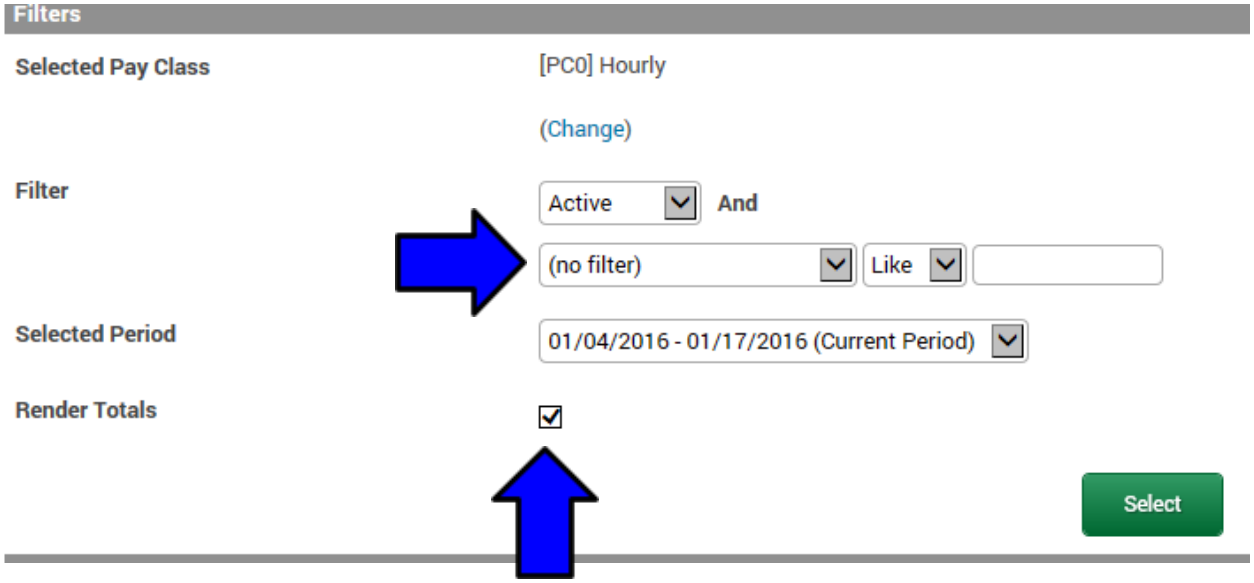
3. Once you've logged in, take a look in Time Management → Edit Timecards, which can be accessed through the green bar at the top of the page or through the Icons in the middle of the page



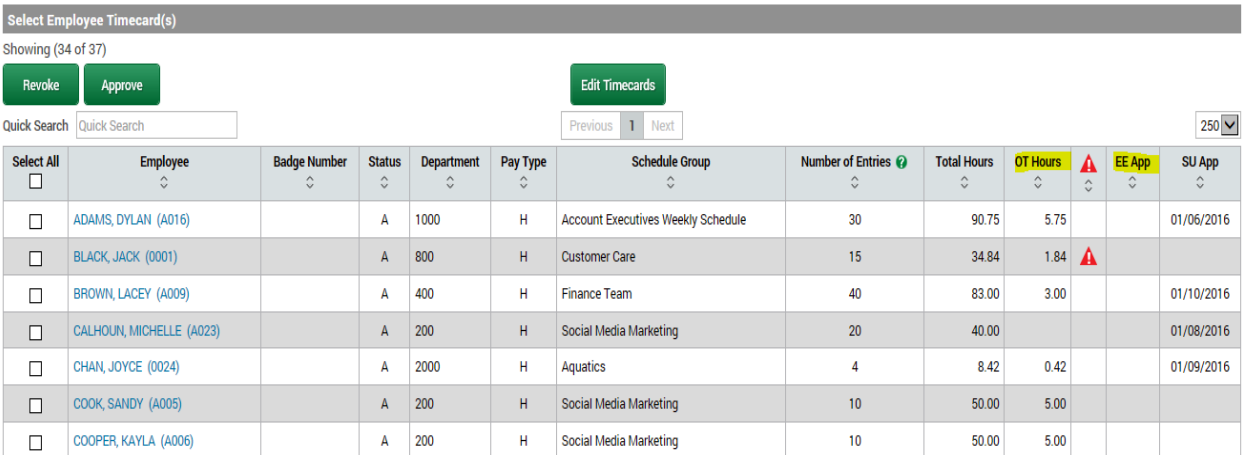
4. This screen will default to show you hourly employees- use the drop down to choose a different pay class or hit the green "Select" button



5. Use your filters to narrow down the group of employees you want to view
6. Click the box to “Render Totals”- this pulls in the most up-to-date information possible about your team’s time punches



7. Click on any of the column headings to filter by overtime hours, missing punches (red triangle), Employees who have approved their timecards (EE APP) and Supervisors that have approved their employee timecards
    a. You should not be able to see your own timecard in Manager Self Service- please let your HR team know if you do
    b. If anyone on your team is missing or if you have people showing that should be approved by someone else, please email your HR team with the changes you need

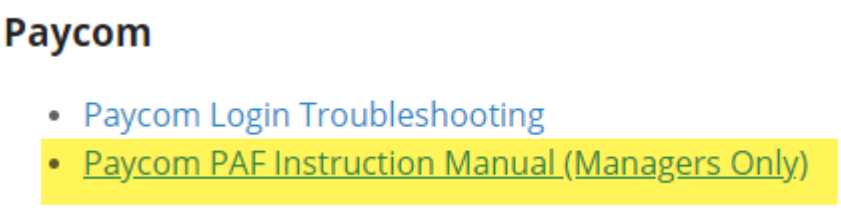


Select All	Employee	Badge Number	Status	Department	Pay Type	Schedule Group	Number of Entries	Total Hours	OT Hours		EE App	SU App
☐	ADAMS, DYLAN (A016)		A	1000	H	Account Executives Weekly Schedule	30	90.75	5.75			01/06/2016
☐	BLACK, JACK (0001)		A	800	H	Customer Care	15	34.84	1.84	⚠		
☐	BROWN, LACEY (A009)		A	400	H	Finance Team	40	83.00	3.00			01/10/2016
☐	CALHOUN, MICHELLE (A023)		A	200	H	Social Media Marketing	20	40.00				01/08/2016
☐	CHAN, JOYCE (0024)		A	2000	H	Aquatics	4	8.42	0.42			01/09/2016
☐	COOK, SANDY (A005)		A	200	H	Social Media Marketing	10	50.00	5.00			
☐	COOPER, KAYLA (A006)		A	200	H	Social Media Marketing	10	50.00	5.00			

8. To view any employee's timecard, click the hyperlink with their name

Status Change Personnel Action Form (PAF)

All changes must be submitted through A Personnel Action Form (PAF). Changes must be communicated to your supervisor. Only Managers can submit PAFs. For instructions Manager Documents and Forms >Paycom> Paycom PAF Instruction Manual (Managers Only)



Hiring Process

New Hire Packets and Process:

Manager Documents and Forms>New Hire Packets>New Hire Packet for In Network

Identify the Job Opening

Once it is determined that a position should be filled, seek approval from your supervisor and the finance department to determine the budget. HR may also be involved in this process.

Write a Job Description

Before posting a job, a job description that includes all necessary knowledge, skills and experience required for the job must be created. A job description should include:

Task functions and responsibilities
Performance standards

Job-related skills
Scope and limits of authority
Management expectations
Reporting structure for that department

A job description template is available on BACR'S Documents and Forms Site under:

Manage Documents and Forms>Recruiting Documents>Job Description Template

Post the Position Internally and Externally
BACR posts all positions internally to provide new employment opportunities to existing employees. HR can post the position internally on the company website and can also post externally. Please email HR the job description to post job opening. Some suggestions for external job postings include:

- Job Listing Sites: Craigslist, Indeed, Idealist, Edjoin
- LinkedIn and professional sites
- High schools, colleges, trade schools
- State and federal employment agencies
- Local newspapers
- Facebook/social media sites

Employment Application
In addition to a resume and cover letter, applicants must submit a BACR Application Form, which can be found on the Documents and Forms website.

Ensure copies of the E-Verify Participation and Right to Work Posters are included with all applications, both online and paper. Copies of these posters can be found the Documents and Forms website.

Manager Tools>Recruiting and Hiring>Employment Application Form

It is important that applicants submit an application to verify that they possess the relevant skills, education, and experience required for the position, that they are legally permitted to be employed in the US, and that they agree to submit to a criminal background check and TB screening as a condition of their offer of employment.

When reviewing applications and resumes, consider the following:

- Work history/related experience
- Accomplishments listed
- Titles of jobs held, plus duties and responsibilities
- Evidence of career progress
- Length of employment at each job
- Gaps in dates of employment that are not accounted for
- Education
- Non job-related data that gives you information about how they might fit into your department and BACR

Screen Applicants
HR or the hiring manager will screen applicants and determine suitable candidates for interviews.

Conduct Interviews
Prior to the interview, create a plan that outlines your introduction, planned questions, and what information about BACR you want to convey to the candidate. At least 2/3 of the interview should be devoted to data gathering through planned questions while the other 1/3 is devoted to an introduction of BACR and a brief wrap up discussion at the end.

Examples of interview questions can be found on BACR's Documents and Forms site by going to:

Manager and Document Forms>Recruiting and Hiring> Recruiting and Hiring>Sample Interview Questions

When preparing for the interview, follow these guidelines:

- Identify critical job requirements based on the job description
- Develop behavioral questions in advance of the interview
- Use questions that focus on past behavior to predict future behavior
- Use follow up questions to pin down specific past examples and exactly what the candidate did
- Take notes without disrupting the interviewee
- Involve at least two key stakeholders to share perspectives

When conducting interviews, be careful not to ask questions that are specifically prohibited by law. Keeping all questions job-related and consistent from one candidate to the next is the best way to avoid liability for discriminatory hiring practices. A guideline of acceptable and unacceptable interview questions can be found on BACR's Documents and Forms site at:
Manager Forms and Documents>Recruiting Documents>Legal Considerations for Interview Questions

Check References
Candidates must provide at least three professional references. The hiring manager or HR will conduct the reference check before a formal offer of employment is made. A list of questions to ask during a reference check can be found on BACR's Documents and Forms site at:

Manager Forms and Documents>Recruiting and Hiring>Recruiting Documents >Questions to Ask During A Reference Check

Prepare a Job Offer
Prior to putting an offer in writing, contact the candidate to extend a verbal offer. This ensures that BACR and the candidate have aligned expectations. Prior to putting an offer in writing, you should review the following with the candidate:

- Compensation
- Benefits (including insurance, vacation etc.)
- Start date
- Relocation and other expenses (if applicable)
- Position title/responsibilities
- Any questions from the candidate

Review the total compensation based on the candidate's previous salary with finance to ensure the position is within budget. Once a verbal offer has been extended, contact HR to request a written job

offer (for admin staff) or use the job offer letter template (After School and Non-School based) found on BACR's Documents and Forms site at:

Manager Documents and Forms>Recruiting and Hiring> Job Offer Letter Template

The written offer will be made contingent upon:

- Proof of authorization to work in the United States
- Completed LiveScan Background Check Release Form
- Receiving a certificate of clearance from a physician for testing negative for TB within 30 days of employment

Schedule a LiveScan Appointment

Once the candidate has accepted the job offer and returned the signed offer letter, you must schedule a LiveScan appointment with our LiveScan Operator no later than the new hire's first day. To schedule an appointment contact: gnavarro@bacr.org or 510-809-7311

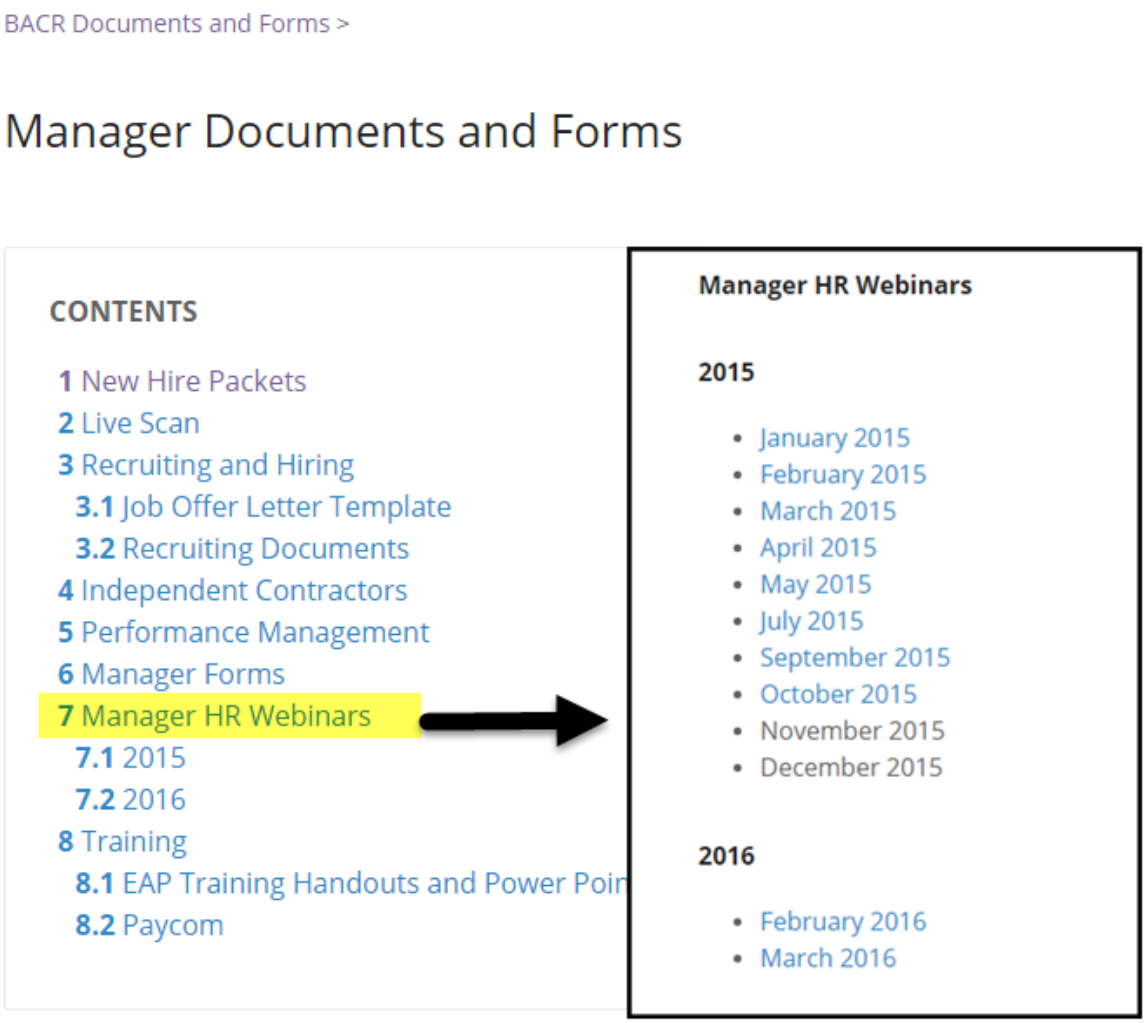
HR Webinars

Past HR Webinars can be found on the Documents and Forms website. These presentation are to:

- Provide reminder/updates on HR /Payroll processes
- Create a venue for better two way communication
- Get feedback from managers on how HR/payroll can better support you
- Answer any question or provide requested trainings

Call-in information is emailed to you prior to each webinar. If you miss a webinar, copies of the slides can be accessed through BACR's Document and Form Site:

Manager Documents and Forms> Manager HR Webinars



Benefits

The Employee Assistance Program is available to all BACR employees and their immediate household family members 24 hours a day, 7 days a week. Medical and other benefit eligibility depends on the employee's scheduled work hours:

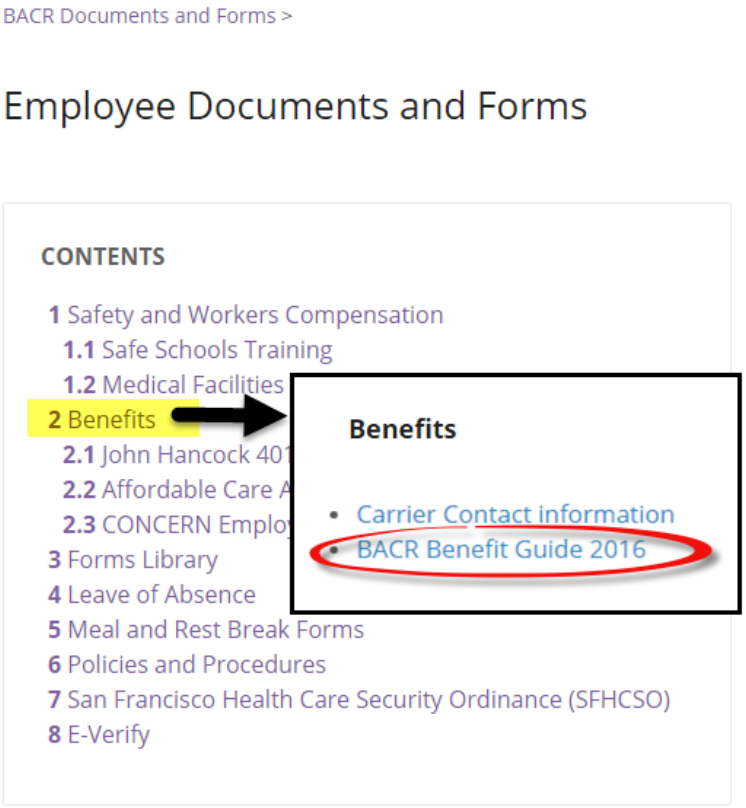
20 – 29 hours per week – Voluntary Dental, Vision, Voluntary Life/AD&D, Voluntary Accident and Critical Illness, Flexible Spending Medical Account, Flexible Spending Dependent Care, Transit and Parking

30 + hours per week – Medical, Dental, Vision, Voluntary Life/AD&D, Voluntary Accident and Critical Illness, Flexible Spending Medical Account, Flexible Spending Dependent Care, Transit and Parking

Benefit eligible employees are entitled to enroll through Paycom and begin receiving benefits from the first day of the month following 30 days of employment.

More information regarding BACR's benefits program can be found on BACR's Document and Form site:

Employee Documents >Benefits>Benefits Guide



Employee Assistance Program (EAP)

An EAP is an employee benefit that assists employees in resolving personal issues such as:

- Relationship, Marital and Family Issues
- Childcare, Daycare and Eldercare Needs
- Alcohol and Drug Abuse
- Loss or Grief
- Depression, Anxiety, and Stress

The Program Offers:

- 3 visits with a local counselor for each short term problem
- Eldercare resources and referrals
- Parenting and childcare resources
- Legal Consultations - free 30 minute consultation (estate planning, wills, immigration, IRS matters)
- Financial coaching - up to two 30-minute consultations
- Online education - articles, training, videos and health risk assessments

This benefit is available 24 hours a day, 7 days a week via telephone by calling customer service.

Assistance is available to you or an immediate household family member.

www.concern-eap.com

(800)344-4222

Code: BACR

More resources provided by Concern EAP:

Wellness

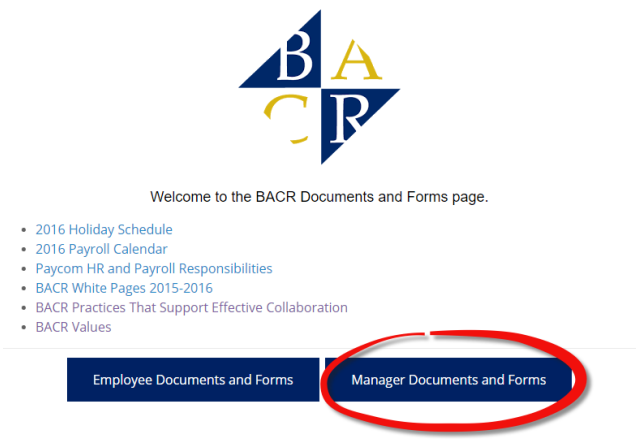
Just as BACR promotes the healthy development of individuals and families, we promote a culture of health and wellness for our employees. From time to time BACR offers discounts to gyms, yoga classes, or other wellness activities that address the various components of wellness: mental health, physical, financial, social and spiritual. Your job as a supervisor is to encourage your staff to take care of their own health, be a role model for health, and show support for the wellness initiative at BACR. Our goal is to improve/increase the overall physical, emotional, and professional wellness of BACR staff so they can continue to provide outstanding services to the community.

Visit: forms.bacr.org – Employee Forms > Wellness Program for more information

Manager Forms

All manager forms can be found on BACR'S Documents and Forms site:

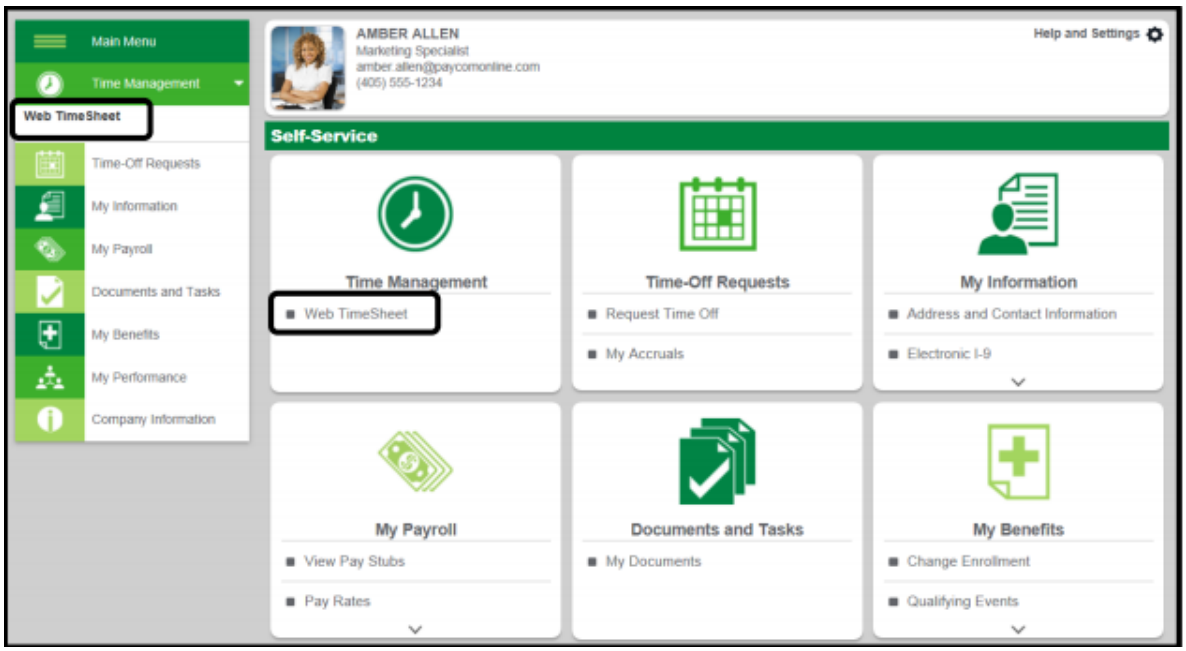
Manager Documents and Forms>Manager Forms



Time Sheets

In most situations your team will complete their timesheets through Paycom:

Paycom >Time Management> Web Time Sheet



In some cases, you may be directed by your Project Accountant to have your employee complete a paper timesheet. This form is found under Manager Forms in BACR'S Document and Forms site:

Manager Documents and Forms>Manager Forms >Time Sheet

Manager Forms

- Status Change Form
- Termination Form
- Additional Special Pay Form
- Check Request Form
- Time Sheet
- Employee Photo Release Form
- Accident and Special Incident Report Form
- Expense Reimbursement Request Form
- Network Access Request Form

Timesheets need to be approved by the employee and the supervisor at the end of each pay period. As a supervisor ensure hours are correct. Hourly employees are required to clock in and out each day as well as for their lunch break. Failure to do so will result in disciplinary action.

Meal & Rest Breaks

As a supervisor it's your responsibility to ensure hourly employee are given their legally required meal and rest break each day. If for some reason the employee is not permitted to take their meal or rest break, it is your responsibility to notify HR to ensure the employee receives premium pay. Please refer to the entire Meal & Rest Break Policy on the employee forms website for more information:

Meal and Rest Break Forms

- Meal Period and Rest Break Policy
- Meal Period Waiver
- Meal Period and Rest Break Premium Form

Leave of Absence Process

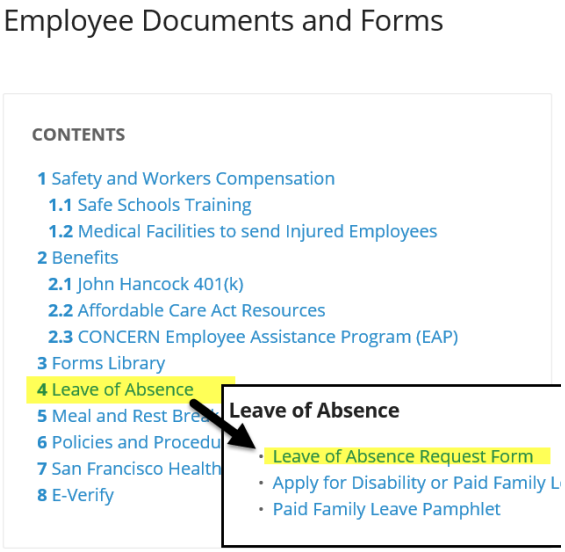
If there is a continuous absence (more than three days) without prior notice, contact HR and provide the employee with a Leave Request Form or Status Change Form (if leave is not medical). Approve the Leave Request/Status Change Form and forward to HR at least 30 days (where practical) before the leave commencement (do not decline without consulting HR).

HR will send the Notice of Rights and Responsibilities, Certification Form for the physician, and other appropriate notices, brochures and forms to the employee (for medical leave, the Certification Form must be completed by the physician and returned to HR within 15 days of the leave commencement).

HR will then process the leave request and update the manager, employee and Paycom, an extension certification will be sent to the employee to have the physician complete and return to HR.

Leave Request Form

Employee Document and Forms>Leave of Absence>Leave of Absence Request Form



Performance Management Process and Forms

The Value of Performance Management

- Provides feedback and counseling
- Drives productivity & organization results
- Identifies employee aspirations & planning development needs
- Communicates expectations
- Fosters commitment and mutual understanding

Performance evaluations, which should be conducted at least twice a year, provide the opportunity for managers and employees to meet face to face and discuss the employee's current performance levels and develop performance goals for the coming evaluation period.

Evaluation Templates

- Mid-Year
- End of the Year
- Action Plan
- Performance Discussion Worksheet

Discussing Performance Problems

Consider these points when evaluating your ability to handle performance discussions:

- Are problems illustrated with specific examples of the behavior?
- Does the discussion focus on the results expected from the employee?
- Is the employee given the opportunity to respond to criticisms?
- For every problem identified, is a specific, realistic improvement plan presented and discussed?
- Do you, as the manager, commit to helping the employee improve and offer all necessary resources?

Communicating Performance Standards
In order for employees to meet expectations, there should be:

- Correlation between job description, job competencies, action plan goals, and objectives.
- Continual feedback from managers and direct supervisors, not just at performance evaluation meetings.
- Access to the proper resources and tools.
- Clear expectations should be set for employee outcomes and employee action plans.
- **A Log of Employee Behaviors and Incidents.**
- Notes of observable behavior for each employee (once a week/month) – be sure to include both positive and negative incidents.
- Dates for each entry – details such as time/day of the week can help identify patterns and uncover underlying causes for certain behaviors.
- Written observations, not assumptions, and keep out biased language.
- Brief, but complete log entries which use specific examples rather than general statements.

Performance Review Traps
Be careful when creating and conducting an employee's performance review. Avoid common traps:

- Don't use stereotypes or let personal feelings about the employee cloud your judgment – give observed examples of behavior.
- Don't rate all employees as "average" or "meets expectations" – avoiding confronting employees about their performance will drive away top performers and let underachievers stay at their low performance level.
- Don't rely just on recent performance – the review should expand the entire period and track performance growth.
- Don't put too much emphasis on how employees compare to their peers – rate their performance according to objective measures.
- Always provide explanations for the ratings – give specific examples.
- Always focus on observable behaviors – don't make judgments based on personal characteristics or make assumptions behind behaviors.

Critical Performance Review Errors to Avoid

- Evaluate performance, not attitude – vague statements that attack an employee's demeanor could be interpreted as a form of illegal discrimination. Supervisors need to use concrete, observable examples to back up any criticism of performance.
- Don't inflate the evaluation – rating mediocre employees as competent and above-average employees as superb can become an issue if an employee is fired for poor performance and their reviews tell a different story.
  - Ask yourself: Who are my worst performers? Knowing what I know about them, would I hire them again? Do their evaluations reflect their true performance?

Why Manage Performance
Performance management provides legal documentation of communication between an employee and their manager regarding the employee's work, and any employment decisions that may have been made as a result.

Performance Management Forms

Manager Documents and Forms> Performance Management

BACR Documents and Forms >

Manager Documents and Forms

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Performance Management

- Performance Discussion Worksheet
- Action Plan

Termination Process

All employee terminations must be processed by HR. Managers are to submit a Termination Form, a timesheet with the employee's final hours for that pay period (if applicable) and any supporting documentation to HR@bacr.org. The documentation required to process the termination will depend on whether it is voluntary (at the employee's will or as a predetermined agreement such as the end of a contract) or involuntary (against the employee's will).

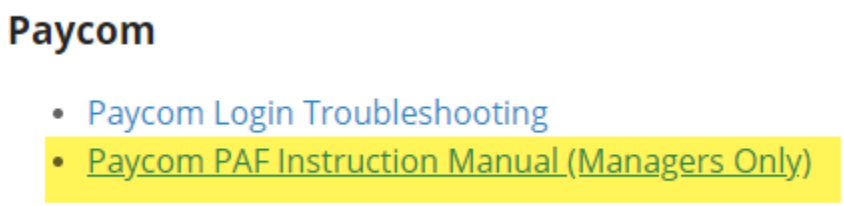
Involuntary terminations
All involuntary terminations must be reviewed by HR prior to any announcement being made to the employee. Managers must be able to provide a documented track record of poor performance or unacceptable behavior before requesting that an employee be involuntarily terminated.

Forward all performance evaluations, write ups and coaching sessions (including any other e-mail or personal notes documenting performance) to HR@bacr.org to request an involuntary termination.

- Eligible for Rehire – The employee is not a fit for my program but could be a fit for other programs at BACR. The employee is welcome to apply for other positions within the organization.
- Not Eligible for Rehire – The employee has performance and/or behavioral issues and is not a fit for BACR.

Voluntary terminations
Please submit all documentation to your Manager. They will submit a "Change Status of Employee" PAF. Final hours must be entered in Paycom. Resignation letter should be attached.

Manager Documents and Forms> Paycom >Paycom PAF instruction Manual (Managers Only)



Final Paycheck
The hours worked by an employee during their last pay cycle with BACR will not be paid using their regular payment method (such as direct deposit into their bank account or pay card). Instead, BACR Payroll will write them a manual check. How this check is to be delivered to the terminating employee must be specified on the Termination PAF submitted to HR by their supervisor. California law has set strict requirements for when a terminated employee must be paid for their final hours worked and any accrued vacation balances.

- Involuntary terminations – The employee must be paid their final hours on their last day. This means that involuntary termination requests must be submitted to HR for processing before

their last day. If HR is not given enough notice, employee will be paid extra days and the money will come from the program budget.

- Voluntary terminations with no notice – The employee must be paid their final hours within 72 hours of giving notice.
- Voluntary terminations with at least 72 hours notice – The employee must be paid their final hours on their last day. This means that voluntary termination requests with notice must be submitted to HR for processing before their last day.

Termination Process Summary

For same day processing, all terminations must be turned by 2 PM

The more notice, the better. Please notify us as soon as you know of a resignation-you can submit an estimated timesheet based on the employee's scheduled hours. Any last minute change in hours can be communicated up to 24 hours before termination date.

Please remember to:

- Email both Human Resources (hr@bacr.org) and Payroll (payroll@bacr.org) as soon as you are aware of a voluntary or involuntary termination. Involuntary terminations must be preapproved by HR.

- Complete a "Change Status of Employee" PAF in Paycom and attach requested documents, for example resignation letter.

    - Please make sure to approve timesheet when PAF is submitted
    - For involuntary terminations, the supervisor may finish completing the timesheet

- When filling out a termination PAF, please include the address where the last check should be sent.
    - Unless the check is being picked up at Carlos Drive, we must be notified at least 1 day prior to termination to send it overnight.

When processing terminations, remember this important timeline.

California Final Pay Requirements			
Known		Unknown	
Voluntary	Involuntary	Voluntary	Involuntary
Due immediately if given at least 72 hours' notice	Due immediately	Due within 72 hours of termination	Due within 72 hours of termination

Failure to pay employees on time could result in additional wages owed.

If we do not receive adequate notice we may need to pay the employee extra days

Staff Attendance

All staff members are expected to arrive on time every day that they are scheduled to work. Scheduled staff meetings are considered a part of the employee's work schedule and all attendance policies apply.

Illness and Emergencies

Employees with an illness or emergency that prevents them from coming to work are expected to contact their supervisor with as much advance notice as possible. Absences of three or more days may require a doctor's note. Failure to call in or report to work for three consecutive days may also result in termination for job abandonment. Managers should consult with HR prior to all employment terminations. Contact HR to discuss an employee's need for a leave of absence.

Site Transfers

Staff site transfers are only permitted in certain special circumstances. Managers and coordinators should consult with HR prior to transferring any staff member.

Independent Contractor Approval Process

During the course of regular business, an employer may hire people as either an employee or as an independent contractor (IC). Classifying workers usually depends on three factors: the degree of control the employer has over how and when the worker completes their work, who controls the financial aspects of the worker's job, and how the employer and worker perceive their relationship. The IRS has established rules that determine how a worker should be classified, and misclassifying workers can lead to significant tax penalties.

Managers are responsible for ensuring that all of the following IC documentation is completed and returned to HR@BACR.org. All forms can be found on BACR's Documents and Forms site:

Manager Documents and Forms>Independent Contractors

For a New IC

- Consultant Agreement Request (New Consultants) – *Completed by the Program Director*
- Independent Contractor Classification Worksheet (New Consultants) – *Completed by the IC*

For a Continuing IC

- Consultant Agreement Request (Continuing Consultants) – *Completed by the Program Director*

Once these forms have been completed and submitted to HR, the IT Department will create the agreement and send them out for electronic signature.

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Safety

Accident and Special Incident Reporting

It is administrative policy to document any special incident, unusual happening, accident or emergency event that involves clients, volunteers, or BACR staff when functioning in an agency capacity.

Always file a report if:

- Police, fire department or emergency services are called or involved.
- There is any form of injury that requires first aid or medical attention
- The individuals involved threaten to "file a complaint"
- There are circumstances that may arise in litigation or administration may be contacted for information about the occurrence
- There has been a breach of confidentiality
- A report of alleged illegal or unethical conduct on the part of a staff member or volunteer
- **You believe the incident affects the health or safety of staff or clients**

Procedure

1. Complete the Accident and Special Incident Report and return to HR within 24 hours of the incident. Report forms are available through HR and are located on BACR's Documents and Forms site:

Employee Documents and Forms>Safety and Workers Compensation> Workers Compensation

Training

Additional safety training is available online through SafeSchools, with topics covering school violence prevention, classroom safety, CPR, and general safety awareness. Please contact HR if you are interested and would like a full list of course options.

Workers' Compensation

BACR Carries Workers' Compensation Insurance for all employees and National Service Members. If an employee or member is injured on the job, please follow these steps. If you have questions, contact Cherie Fountaine at cfountaine@bacr.org or 415.755.2379.

Workers' Compensation Carrier
Applied Underwriters (Promesa Health) 877-234-4420

Information and all relevant forms can be found on BACR's Documents and Forms Site:

Employee Documents and Forms>Safety and Workers Compensation> Workers Compensation

Workers' Compensation Procedure
If the injury requires medical attention, the supervisor calls On-Site Health & Safety to come to site and provide medical care: 866-998-2750.

Once you have called On-Site Health and Safety for treatment, please complete an Accident and/or Special Incident Form.

If the On-Site Health & Safety technician recommends follow up care, use the forms.bacr.org website to find a covered provider and ensure the proper forms are completed.

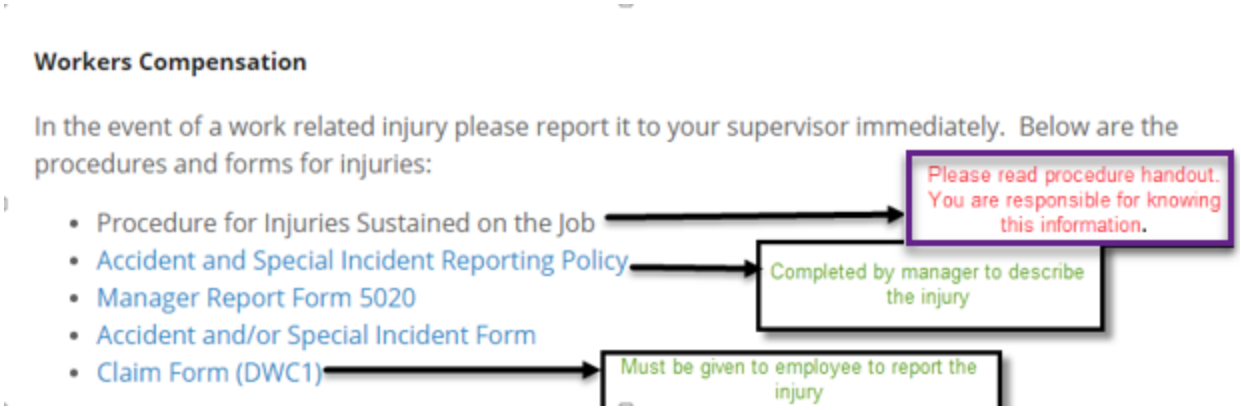
When an employee reports that they have sustained a workers' comp injury, you are **required** to give the employee a Claim Form (DWC 1) within 24 hours of knowledge of the injury. You must date this form and provide copies to the employee as well as the BACR HR Department at fax number 415.755.2223.

Once you have completed the Employer's Report of Occupational Injury or Illness, please fax the Claim Form, and a BACR Accident and Special Incident Report Form to HR at 415.755.2223.

After the above steps have been taken, the BACR HR Department will manage the claim and work with the insurance company.

Modified Duty
If you can modify an injured employee's duty to accommodate any doctor's restrictions, it is always preferable. Claims are often closed faster when an employee continues working. Please contact Cherie Fountaine if you are considering offering modified duty – we **must** document this process. This is to ensure that we do not ask an employee to perform work that is set as restricted by their physician. We also want to manage and document when the physician's restrictions have been lifted.

All questions can be directed to Human Resources at hr@bacr.org or 415.755.2379.



Available Training

As managers it's important to continue developing our managerial and leadership skills. This will help us develop our employees into the future leaders of BACR, and also help us better serve our community. Below are a list of training options you can take at no cost online. Please reach out to HR if you would like to sign up for any of the below courses. New courses are being added all the time so please also let HR know if there are specific courses you are interested in taking.

Conflict Resolution
The Conflict Management: Staff to Staff course provides basic conflict management skills training for all employees. This course describes the most common reasons for conflicts among co-workers; teaches the most effective techniques to resolve common disagreements; and helps staff members use problem-solving strategies to keep a conflict from escalating.

Sensitivity Awareness
Staff members face consequences when employees say or do something - whether intentionally or unintentionally - that causes offense to another. Insensitive actions or words by anyone may result in legal action against the employer, and disciplinary action against the employee. The goal of this course is to provide staff members with an increased awareness about the unique opportunities and challenges involved in working with diverse people.

Leadership Skills
The main objective of this session is to discuss the important supervisory and managerial topic of leadership and explain how you can become a more effective leader. By the time this session is over, you should be able to identify the qualities of effective leaders, understand different leadership styles, build credibility and trust, use leadership techniques to ensure success, lead teams effectively, and lead employees skillfully in challenging times of change.

The Power of Listening
The objective of this online training course is to give staff the basic skills they need to become good listeners. At the end of this training session, trainees will be able to understand the benefits of active listening; identify feelings, attitudes, and unspoken needs underlying clients' words; overcome listening obstacles; and use listening skills to meet and exceed customer expectations.

Effective Communication for Supervisors
In your position as a leader in the organization, you need to be able to communicate effectively with employees, colleagues, and upper management.

Conducting Effective Meetings: A Guide for Supervisors
The main objective of this session is to help you use meetings effectively to accomplish important goals. By the time this session is over, you should be able to plan meetings to achieve the best results; conduct meetings efficiently; and participate more effectively in other people's meetings.

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I. Welcome to BACR

Thank you for committing to our vision and mission here at BACR! **You** are a part of our After School Program Industry family as of this moment. Our goal together is to provide a safe and supportive environment for each student, where they can discover who they want to be and become, improve on their academic skills, feel supported and encouraged, and have the opportunity to feel empowered and successful. You are a critical part in how we provide the best services for our students so they can develop a

healthy image of themselves, positive relationships, community pride, as well as learn the importance of responsibility, teamwork and respect.

Bay Area Community Resources and After School Industry Overview

Bay Area Community Resources (BACR) was founded in 1976. Our mission is to promote the healthy development of individuals, families and communities. We do this through direct services, volunteerism and partnerships in the San Francisco Bay Area. BACR's diverse programs focus on the following areas: After School Programs, Youth Development, Alcohol, Drug and Tobacco Education, Mental Health Services, National Service, Healthy Communities and Fiscal Sponsorship.

BACR After School Programs:

The BACR philosophy about after school programs extends far beyond keeping children safe. We believe in providing a nurturing and enjoyable environment, and we believe in integrating the principles and practices of youth development into all after school activities. We believe it is our responsibility to understand and meet the needs of schools, students and parents.

BACR After School Industry Mission:

BACR after-school programs promote the successful, holistic development of Bay Area youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to prove high-quality after-school experiences for youth throughout the Bay Area.

BACR After School Industry Values:

Youth are valuable members of our communities and we support them in realizing their power.

Our actions must be conscious decisions designed to respect our ancestors, improve the present, and sustain future generations. We strive for justice and equity in education, so youth can have meaningful opportunities to learn, grow and succeed.

We leverage the best of our community to provide a rich array of meaningful opportunities for young people through a collaborative programming model.

We like to have FUN and take every opportunity to enjoy and celebrate our work.

BACR After School Industry Structure:

Groups of schools are broken up into "clusters." This is based on the district and the proximity of each school. Each site is managed by a program coordinator and each site is supported and overseen by a program manager. Each manager reports to a program director. There are currently ten clusters across the Bay Area and we continue to add school sites almost every year. Currently, BACR is the largest after school program provider in the Bay Area with programs that span San Francisco, Oakland, Marin, Mt. Diablo, Richmond, Alameda, and Antioch Unified School Districts. We continue to grow due to having high quality programs, staffed by amazing youth workers like you.

Program Quality Standards

Our youth work is based on several program quality standards. Ensure that you educate yourself on your district's program quality standards as well as BACR's program standards. First, BACR uses the work done by the Community Network for Youth Development (CNYD) as the basis of our youth development theory. It is as follows:

- Youth need to feel a sense of physical and emotional safety.
- Youth need multiple supportive relationships with peers and adults.

- Youth need to have meaningful participation in their education and surroundings.
- Youth need community involvement.
- Youth need a challenging and engaging learning experience that builds and showcases skills.

Second, our BACR's ASP Industry is focused on adopting the David P. Weikart Center's Program Quality Assessment (PQA) tool. This tool is one of the only nationally recognized tools that is used to evaluate the quality of after school programs using a scoring rubric. There are two rubrics, one for k- 5 programs called the School Age Program Quality Assessment (SA-PQA) and one for 6-12 programs called the Youth Program Quality Assessment (YPQA). Both tools are broken down into the following 4 areas that align with CNYD's youth development framework: Safe Environment, Supportive Environment, Interaction and Engagement. A fifth tool is also implemented that measures the Academic Climate. For more information on the PQA Assessment tools please visit: http://www.cypq.org/

Lastly, each program strives to incorporate the Learning in After School and Summer (LIAS) Principles developed by the LIAS workgroup led by Temescal Associates. The LIAS Principles incorporates both CNYD's Youth Development approach as well as each of the assessment categories within the PQA tool. It is the umbrella of our program quality standards.

Quality Standards for Expanded Learning Programs - California Department of Education:

- Safe and supportive environment
- Active and Engaged learning
- Skill building
- Youth voice and leadership
- Healthy choices and behaviors
- Diversity, access, and equity

BACR Best Practices:

- We persevere, are dependable and act with integrity.
- We recognize the needs and strengths of customers and support their development
- We are continuous learners – stretching, growing and innovating.
- We build healthy relationships and are guided by a caring heart.
- Our services are based on proven models and methods.
- We work within communities and build alliances to meet community needs.
- We focus on results.
- We are humble, hopeful and act with a sense of humor.

BACR Student Best Practices:

- We don't give up, we are responsible and honest
- We are always learning, stretching, growing, and creating
- We are humble, hopeful and have a sense of humor
- We build healthy relationships and are guided by a caring heart
- We recognize the needs and strengths of our peers and support their growth
- We do our best every time in everything
- We will be successful and take advantage of the opportunities to be part of this community

The 5 LIAS Learning Principles

1. Learning that is Active

Learning and memory recall of new knowledge is strengthened through different exposures – seeing,

hearing, touching, and doing. After School activities should involve young people in "doing" – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project-based.

2. Learning that is Collaborative

Afterschool programs should help young people build team skills that include listening to others, supporting group-learning goals, and resolving differences and conflicts. Collaborative learning happens when learners

engage in a common task where each individual depends on and is accountable to each other.

3. Learning that is Meaningful

Learning is meaningful when youth have some ownership over the learning topic, this means to assess their own progress, and when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is important to all youth.

4. Learning that Supports Mastery

If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become "really good at something." Afterschool activities should be explicitly sequenced and designed to promote the layering of new skills.

5. Learning that Expands Horizons

After School programs should provide learning opportunities that take youth beyond their current experience and expand their horizons. They should go beyond the walls of their facilities to increase young people's knowledge of their surrounding neighborhood and the larger global community.

The above values, structures, standards and practices make up who we are as an Industry.

Welcome to the BACR Family!

II. After School Program Group Leader/Line Staff

Reports To: BACR Program Coordinator

Desired Commitment: Mid-August to mid-June (Full Academic School Year)

Work Days/Hours: Determined by BACR Program Coordinator based on program needs, schedule, and training dates

Qualifications:

- Must have an (a) Associate Degree or higher, or (b) 48 or more college units, or (c) pass Instructional Aide exam
- Must pass criminal background check and TB test clearance
- Must have experience working with youth
- Must have a general knowledge base of core elementary/middle school subjects
- Must possess strong classroom and behavioral management skills
- Must be able to work independently or as part of a team
- Must be able to communicate openly in a professional manner with students, parents,community partners, and after school and school day staff
- Must maintain confidentiality and demonstrate a high degree of integrity

Responsibilities:

- Provide homework and academic support for program participants
- Facilitate and plan academic skill-building activities based on students' skill level and state educational standards
- Give and clearly explain instructions for the assignments given
- Write lesson plans, use learning targets and instructional strategies
- Create, plan, and facilitate engaging enrichment and physical activities for students
- Support students in developing the skills they need to be successful in school and life
- Promote a safe and positive classroom environment
- Actively supervise and ensure student safety at all times
- Model positive and proactive attitudes, behaviors, and language
- Communicate regularly with the coordinator to ensure consistency
- Ensure that all school space, equipment use is left clean and orderly
- Speech, behavior and attire must be appropriate, professional and kid friendly
- Maintain accurate attendance records and reporting procedures
- Meet deadlines with consistency
- Attendance and participation at trainings and staff meetings is a must.

Essential Functions:

- Ability to lift and carry 25 pounds
- Ability to travel to required meetings
- Ability to work with Excel/Microsoft Office and Web based programs
- Ability to perform basic administrative tasks
- Ability to keep detailed records
- Ability to be punctual and reliable
- Must meet be able to work every day during after school hours and commit to an academic school year (hire date through mid-June) required for the position

Personal Qualities:

- A commitment to and strong belief in BACR's Mission, Organizations Values and Best Practices.
- Maintain goals and priorities in dealing with varying challenges
- Able to be flexible in working with people and organizations with different viewpoints.
- Dedication to Youth Development
- Creative and enthusiastic

III. Policies and Procedures

Cultural Competency

BACR works with diverse communities throughout the Bay Area and we strive for cultural competence throughout our programs. Our communities can and do have diverse backgrounds and cultural competency is therefore paramount to effectively working with our youth and families. Staff who find themselves not feeling

confident and equipped to work with the populations we serve, will have a hard time being effective youth workers.

Student Names

Staff must know all the students first and last legal name and nickname by the end of the first week of school and when new students enter the program. Knowing a child's name is the first step in building a positive relationship with them. All students should also know your name by the end of the first week of the program as well.

Mandated Reporting

Anyone working with children and other vulnerable populations is considered a "mandated reporter," a legal description that refers to persons that are legally mandated to report all suspected abuse to the proper authorities. **All After School staff are mandated reporters and is required by law to report any reasonable suspicion of physical/sexual abuse, neglect or extreme emotional abuse to Child Protective Services (CPS).**

Failure to file a report of suspected abuse within 36 hours can lead to disciplinary action up to and including termination. In addition to this, there will be legal action if the report is not made and harm comes to the child. Staff must talk with their Program Coordinator if they have heard, witnessed or suspect a case of abuse to report. Listen to your gut; if it doesn't feel right, you must talk with your coordinator about the situation.

Staff must also consult with their Program Coordinator and in some cases their ASP Manager on how and when to make a report, who to contact and how to fill out the required form. For more information on mandated reporting, types of abuse and red flags to be aware of, visit: http://www.alamedasocialservices.org and search, "mandated reporting," for more details.

In addition to reporting abuse, mandated reporters are also required to report instances of bullying between students. All CPS and Police reports must be documented noting date and time, circumstances causing a report and signed by the Program Coordinator. The Program Coordinator must forward the documentation to the Program Manager who will maintain the report on file.

Physical Contact with Students

Wrestling, tickling, picking up youth, kissing on the forehead/cheek/hand are appropriate actions to do with your own kids and/or family members. However, these **are not appropriate** actions to do with your students. Maintaining physical boundaries are important for our student's emotional safety and your own. It can be necessary to console an upset child with physical contact particularly with K-2 grade students. **Asking** students if they'd like a hug, if they'd like their hand held, your hand on their shoulder or to have their back rubbed/patted by you is appropriate and pending their answer, advised. In this case, hug students from the side or pending their height, kneel down in front of them and maintain chest separation.

Youth Expectations

Every program has protocols (ie, Positive Behaviour Intervention Strategies (PBIS)) for how students are to act in specific places like the hallways, library, classroom, and cafeteria or computer lab. It is your responsibility to acquire and uphold the expectations set forth by the school and by the program coordinator. Likewise, there are protocols for how students are dismissed to get water, go to the bathroom and walk down the halls. Refer to your coordinator for these protocols.

Supervising Students

Staff is expected to actively supervise students at all times. Staff should know where all their students are at all times. If there is an emergency, contact staff to come cover your class or help with the situation. Active supervision looks like staff walking around the area where students are, engaging with students, and monitoring all areas where students are while in an appropriate and visible space. Staff should not be using their cell phone or other electronic devices, socializing, eating, reading or doing a distracting action while supervising students or during general work hours unless it pertains to a lesson that they are leading or will lead with students. In addition,

staff must be aware of when their participation in activities takes away from a student's ability to learn, grow or experience the activity safe

Field Trips

If a staff would like to take students off school grounds (even by foot) it is considered a field trip. Field trips must be pre-approved by your program coordinator and follow your BACR & district field trip guidelines.

Student Injuries and Incident Reporting

Student injuries are very serious and need to be handled properly for student safety and liability reasons. Severe injuries (ex: sprains, broken bones, blood that will not stop soon after applying pressure) with special attention to **head injuries** (even a bump on the head) should be reported to your Coordinator and documented immediately. Head injuries, even the ones where youth say they are fine can result in a concussion, vomiting, coma and even death.

Communication is key in these situations. You must relay the injury to your Coordinator via your 2-way radio, text or phone call immediately. If the injury warrants a **BACR and district incident report**, staff must fill one out before the end of their shift.

Incident Reports must be turned into the ASP Manager and district contact within 24 hours to maintain on file. The Program Manager must inform the BACR central administrative office (COO or designee). You must also relay all incidents to any staff relieving you or when transferring a group between staff persons (ex: homework and enrichment groups may have two different teachers).

Staff must also follow additional policies and procedures for student injuries that their school district mandates. If a staff is unclear about these policies and procedures, they should ask their Coordinator. Failure to report student injuries can lead to disciplinary action up to and including termination.

When an injury occurs, do a literal "head to toe" verbal/confirmation check of the student paying special attention to their responses and physical behavior (i.e. crying, heaving, eyes rolling back into the head, slow response, and confusion). Start by asking if the student's head was hit and/or hurts, then their face, neck, shoulders, etc. until you finish with their toes. Call your coordinator if their behavior and/or physical appearance is concerning. The coordinator will then call an ambulance if medical attention is needed past basic first aid. They will also call the parents immediately to discuss whether or not the ambulance should take them to the hospital. The coordinator will then follow up with the principal and program manager. It is the responsibility of the line staff to ensure quick communication occurs so that the student injured is properly cared for and that the rest the students remain calm.

BACR maintains liability and accident insurance as required by the District. Consult with your Program Manager **before** offering any kind of financial assistance to parents/family of student's who are injured.

CPR, First Aid and Medications

All coordinators are certified in CPR and First Aid. In any situation where CPR must be administered, or when basic first aid is not enough for a student injury, call 911 and follow the instructions of the 911 operator. Have a student or fellow instructor call for your coordinator. Proceed with caution if you're not certified in CPR and you are asked to do so by the operator before the coordinator arrives.

Staff must follow your district policy on administering all medications and first aid services to students. After school staff **may** administer medication to students after school, **if** they are properly trained to do so by district (nurse) **and** have permission by the parent/guardians. **These staff would need to receive district training on how to monitor for these health conditions, how to administer medication, and how to safely store medication.** In the event of an injury resulting in broken skin, ASP staff will help wash the wound with soap and water using gloves and can provide an adhesive bandage to cover the wound. If a student takes a daily medication, he or she will need to follow the district medication policy when taking their medication. The general policy is that any student who takes daily medication or can self-medicate needs a written consent from the parent and a copy of the physician's instructions on file. Daily medications should be listed on the Student Health Form in the program application. If a student requires the use of a

fast-action inhaler for asthma, or carries an epinephrine pen (or epi-pen) for anaphylactic shock, requires insulin for diabetes, or any other on-going medical need, please notify the Program Coordinator *immediately!*

Missing Student

The general procedure for a missing child is to

1st ensure the child wasn't already picked up by checking the sign out sheets.

2nd ask the other students in the room if they may have seen the child leave and if so, where they went.

3rd contact the Coordinator immediately and provide them all the information you know so that they can confirm where the child is, **do not** stop at step 2.

The coordinator will ensure that the student was present in the school day, with school day teacher, attendance clerk or other school day staff, and that the student signed into the after school program with a supervising adult. Once confirmed, via sign in sheet and verbal check in with the instructor, they will contact the parent so they can check with family members and friends. At this point if we have no leads we will call the Police. The coordinator is to inform the principal right away and **stay at the school until the child is found.**

Staff must ensure they are following all sign in/out procedures set at each school accurately with paying close attention to detail and ensuring students are **only released to adults that are on the pickup list.** During the program, staff must periodically do a head count with their students to ensure all students are accounted for and utilize class rosters.

Staff must follow the site level policies and procedures for when a student is missing. If a staff member is unclear about these policies and procedures, they should ask their Coordinator. Failure to report a missing student can lead to disciplinary actions up to and including termination. ALL action taken following a missing student must be documented noting date and time, steps taken to locate the child and resolution. The Program Coordinator must sign documentation.

Behavioral Management Protocol

Please consult with your program coordinator for site-specific protocols. Most BACR After School Programs align their disciplinary policies to those used during the school day to support school culture. It is expected that all after school program staff use the behavior management practices that their program has outlined. Staff must use behavior management strategies that are consistent with youth development principles, student reflection and growth. Corporal punishment, using your hands (grabbing clothes, nudging, pushing, etc.), verbally and physically intimidating students, physical punishment (pushups, running laps, burpees, etc.), aggressive language and tone, profanity, humiliation, shaming, (including sarcasm and insults meant as a “joke”) and having student write or copy lines are not acceptable forms of behavior management. Supervisors can help you develop strategies for behavior management that are consistent with site policies and support youth development.

Student Fights

If you see a fight between students, go toward the scene of the violence but do not get in the middle. Use your walkie talkie to call for backup or send a student to find your Coordinator and/or School Security Officer.

In a strong voice, tell students that they must stop doing what they're doing. Tell any onlookers to leave the area. Call students by name if you know them, and tell them specifically where to go. Tell onlookers, and those involved in the aggression, the consequences of not following your

directions. Make note of the onlookers as we will need to get their witness statements. If the situation does come to blows, tell the students to stop. Never get between students who are fighting. Use your best judgement on your level of physical involvement.

After the incident, your Coordinator will complete the BACR Accident and/or Special Incident Form as well as the district incident form. You and any witnesses will be asked to write your statement of what happened. Your Coordinator will share the investigation documents with your BACR manager and Human Resources.

Crisis Response Protocol

In the event there is a crisis on campus, communicate with your supervisor immediately. In the event the crisis occurs outside of your presence and your supervisor is unable to communicate with you. Keep your students calm, engaged and in a safe place until such communication is possible. Depending on the severity of the incident you may be asked to give statements in various capacities. **Under no circumstances are staff to talk to parents, students, school or district personnel, the media or to post on social media outlets regarding a potentially confidential situation for the sake of any potential investigation that may occur.**

Dangers on Campus and Lock Downs

When there is a stranger on campus your Coordinator must enact a "**LOCK DOWN**". When there is police activity in the neighborhood your Coordinator must enact a "**LOCK OUT**" .Each school and district has a different procedure. Refer to your Coordinator for guidance on how it will look at your school if one should happen. The general procedure when you feel like a lock down or out needs to take place is that you communicate that to your Coordinator and team immediately . Gather students to a safe place while your Coordinator contacts the proper Authorities, Principal and Program Manager.

Outside Providers

We work with various outside providers and/or entities, therefore, we expect BACR staff to work with people that are not BACR staff and model our BACR Collaborative Best Practices.

Lesson Plans

Staff are expected to complete lesson plans and turn them into their Program Coordinator at the assigned due date using the BACR Lesson Plan Template. In order for staff to be better-prepared and organized, staff will need to complete thorough lesson plans for EACH activity they are scheduled to lead unless their Program Coordinator directs them.

School Alignment

One of the biggest reasons an afterschool program is successful is how well it integrates seamlessly into the school day environment. Instructors have a key role in how well this happens. Day rules, culture and ideals need to be reflected in our program through its policies, procedures and how we do our work with students. Pay attention to your school's culture so you can align with it.

Gardening Activities

All tools need to be youth size when working with small children and be given with an explanation on proper use and safety. Avoid using power tools or adult sized tools with small children.

Music and Dancing

Music is a great way to create a fun and exciting atmosphere. Beware of playing the radio, as some songs are not suitable for some age groups. Instead, create an online playlist or CD with clean songs on it to play during the program. The same applies to any dance classes. You must use clean, non-violent, non-sexually suggestive songs without any drug references, at all times.

Homework Time

Homework time should be considered just as important as your enrichment time. Think carefully about how you will

create and uphold a positive learning environment where students aren't afraid to ask for help or take risks. Think about how your students will learn life skills like goal setting, time management, taking notes and organization. It's also important that you develop clear expectations for students on how to ask for help and how to work together during homework time.

Physical Activities, Sports Teams and Dodgeball

Staff is expected to be a positive role model and provide an atmosphere of teamwork and collaboration, creating and maintaining a safe and healthy environment for students. Instructors are responsible for upholding youth behavior expectations and sportsmanship expectations in these activities.

Your role as a supervisor is as a coach, a trainer, and a non-team player participant and as a referee. Your role is to teach the game, sportsmanship, and teamwork and demonstrate skills and strategies; engage as a coach rather than as a competitor.

Activities must have clear play area boundaries ("the tag zone is from here to there, within these two lines"), they must have a safe area to play, clear of hazards and have clear rules to avoid injury ("we are using butterfly tagging and we are speed walking, not running in this game"). Staff is also to ensure that teamwork and sportsmanship rules apply at all times and ensures that the game is being played fairly in accordance to the rules.

Games where there isn't a winner should be played in the instance where a safe and caring community is not built yet between the students.

Dodgeball is a game that is loved by almost all students and adults…until someone gets hurt. If you choose to play dodge ball as an activity, ensure that safety rules are in full force, that games are separated by age groups and that only soft, foam balls are used. Safety rules should include:

1. No hitting above the waist.
2. Speed walking only
3. Outside activity
4. Two teachers to referee, one for each side of the court.

Healthy Food Policy

We have a A healthy food and drink policy for all staff and students. Classes that involve preparing food with students should be researched so that youth are constantly exposed to healthy alternative food choices. Students should not be rewarded with candy and other incentives that promote unhealthy food choices. Instead, reward them with new/special experiences, self-pride and public recognition. Staff should model healthy behaviors when on campus with our students and families. No soda, candy, chips, fast food etc.

Grant Compliance Expectations

The main way grantors monitor our programs compliance practices is auditing our sign in/out sheets. Please ensure that you adhere to all sign in/out procedures (both student and staff). Our maximum ratio requirement (20 kids to 1 adult), **your attendance at work is critical in meeting this requirement**. Program requirements cannot be changed. Each student should receive an enrichment, academic and physical dosage **daily** to be in grant compliance. Changing these dosages are not permitted. Snack procedures should be followed daily.

BACR Safety Policies

BACR has online safety training through Safe Schools. Your coordinator will assign these training sessions to you on a monthly basis. There is a BACR Safety Binder for each site that your program coordinator should have accessible to all staff. In addition to these general policies and procedures there are safety policy procedures that BACR has enacted for the continued safety of our students. Please verse yourself in these policies and procedures, as you will be held accountable to them. **Please refer to "BACR Employee Handbook" for more information.**

Staff Attendance

Attendance is critical. It is expected that you are in attendance for all 180 school days. Your work schedule will be set by your supervisor and given to you upon hire, but is subject to change. All staff members are expected to arrive on time, every day, and work their scheduled hours. All staff are expected to punch in and out on Paycom, daily. Paycom has an app for phones and is available online. This lets the school community know who is in the building. Scheduled staff meetings, agency events and training are considered part of your work schedule and all attendance policies apply. Employees are expected to schedule appointments, classes and other commitments outside of work hours to allow them to attend work every day for the full duration of their shift.

You must align your time off with school breaks and holidays. We understand that on occasion you might have obligations that conflict with your work schedule. In these cases you may request unpaid time off. Unpaid time off is granted at the discretion of your manager depending on staffing coverage and site needs, and your work performance, including attendance. Please provide your manager as much notice as practically possible, but at a minimum 2 weeks prior to the time off.

The following dates below have been designated as "**Blackout Dates**". "Blackout dates" are times when time off is not approved for crucial periods during the School Program.

-First thirty (30) days of the school year

-Last thirty (30) days of the school year

Extenuating circumstances to time off during this period is at the discretion of the Manager for approval.

Illness / Emergencies/Leaves

If you are ill or have an emergency that prevents you from coming to work you must contact (Phone call/ Text) your supervisor with as much advance notice as possible. Please note that if you are out sick **3 consecutive days** or more your supervisor will request a doctor's note for documentation. **Please refer to "BACR Employee Handbook" for more information.**

No Call/No Show

BACR expects that employees will report to work each day, and if they cannot be at work for some reason, they must follow the call in procedures. Failing to do so will result in a written performance discussion. Employees who fail to call in, or report to work for three (3) consecutive days may be terminated for job abandonment. **Please refer to "BACR Employee Handbook" for more information.**

BACR Email Usage

BACR will provide all staff with an email account. Use only this account for BACR business and nothing else. All agency communications including HR, Payroll and important announcements are distributed through your BACR email account. Do not use your personal email for work related activities.

Cell Phone and Electronic Usage

Staff should not use their cell phones or any other electronic devices for personal use during work hours. If

staff should need to use such a device for an emergency, they must ask for approval from their coordinator and get coverage for their group if they are supervising students.

Staff Injuries

ASP Staff must report any injuries that occur during work hours to their Program Coordinator. In addition, staff must fill out a BACR Incident Report. Based on the assessment of your injury further actions may be required such an On-Site visit or referral for more serious injuries to a Workers Compensation provider. For further information see "BACR Employee Handbook".

Assignments and Due Dates

Staff is responsible for submitting assignments and paperwork on time. There will be zero tolerance for late assignments and paperwork. If, for some reason, an extension is needed for any assignment, it is the staff's responsibility to communicate this to the Program Coordinator 24 hours prior to the due date. If it is not communicated to the Program Coordinator in a timely manner, disciplinary action will follow immediately.

Daily Schedules and Responsibilities

Each site will have a daily schedule with assigned responsibility. The flow of the program depends on each staff adhering to the daily schedule. This also pertains to program transitions. It is critical that each school site team work together to complete their daily responsibilities; so that staff start the program on-time, are in the welcome area ready to tinteract with and greet children, and are prepared to lead great lessons.

Sign in/out sheets, Timesheets and Approved Hours

Staff must sign in on a sign in sheet, daily, no later than their start time but also as soon as they arrive on campus. Staff is also expected to sign out and leave campus by their end time, daily.

Staff must approve their Paycom time card on the day that they are due (as set by their supervisor).

Timesheets need to be complete and accurately reflect only the **hours worked** that are recorded on the sign in/out sheet (using the previous example, your time sheet would reflect 2:15 since that is the start of your paid shift.) All hours worked outside of your normal work schedule must have written approval from your program manager, including over-time. If overtime is worked without prior permission, disciplinary action will follow immediately. Under no circumstance is someone to sign in/out another staff, or complete/approve a timesheet for another staff. Lastly, falsifying hours or late submission of timesheets can lead to disciplinary actions up to and including termination.

The time entered should reflect the actual time they started and ended work down to the minute, and should include the employee's meal break. At the end of each pay period employees must approve and electronically sign their timesheet to verify the accuracy of the time entered.

Professionalism and, Acting with Integrity

Staff should not give their personal information, such as phone number, address, etc. to youth and/or families. This exception applies to site coordinators and sites that have program assistants.

Staff is to follow directions and tasks assigned by their supervisor. Staff's refusal to follow directions as outlined in the job description is grounds for disciplinary action up to and including termination.

Staff is expected to conduct themselves in a professional manner in public spaces (training or workshops, entering BACR offices, etc.), when they are interacting with students, parents, school staff, each other, their coordinator and other stakeholders. Openly, "gossiping" about students and families is also unprofessional and should not happen for any reason. Staff expectations are to use appropriate tone, verbiage, word choice, and body language in all interactions. Cursing, threatening behavior or using inappropriate language in an educational and professional environment will not be tolerated. Staff should model appropriate anger management and conflict resolution skills for their students. Please see the grievance policy for the appropriate process to resolve any disputes that may occur while at work. **Please refer to "BACR Employee Handbook" for more information.**

After school staff are prohibited from fraternizing or "dating" school day staff that have authority over the afterschool program. If there are any incidents between you and any adult, inform your supervisor and fill out a BACR staff incident form immediately. All employees must abide by your school & district conduct codes.

Dress Code

All staff must abide by program, school & district dress code policies. Dress that violates the BACR dress code includes but is not limited to: low cut shirts, shirts showing undergarments, tight clothing that draws attention to distinct body parts (including tights/leggings that are worn without a long shirt/dress, yoga pants and jeans), and clothing or accessories with slogans or images that reference: sex/sexual acts, drugs, alcohol, violence, or gang affiliation. This type of dress is never acceptable on the school site or during work hours. Employees must arrive to work in attire and shoes that allow them to participate in all youth activities and respond without hindrance to emergencies**. High heels, flip-flops, open toed shoes and shoes that do not cover the entire foot, are prohibited due to safety reasons.** We want to keep all employees safe. Employees will be sent home without pay if the Program Coordinator or their designee deems their attire inappropriate. Remember that we are role models; you are expected to come to work with clothes that are professional *and* functional.

Blue Shirt Friday's and Identification

Upon hire you may have been given a blue BACR shirt. With district and site approval, we ask all after school staff to wear their blue shirt every Friday (if you are required to wear them daily, you will be given more than one blue shirt). All staff at each school, including coordinators and managers will be wearing our shirts on Fridays as a way of staying connected to one another and showing BACR pride to the community. We also ask that staff wear their shirts on the first day of school and during special events throughout the school year so that you are easy recognizable to students in a group of other adults.

In addition to your blue shirt, you should be wearing a BACR lanyard with an identification badge from the district or your program. Please wear them as directed by your district and/or Program Coordinator.

Site Transfers

BACR does not encourage moving staff from site to site during the school year. Please consult your coordinator if a specific situation arises.Coordinators will need to obtain manager approval. Communication and transparency will ensure a potential smooth transfer.

Coaching

As an agency, we strive to coach, develop and give the necessary training to all staff. We strive for our staff to adhere to our best practices around being continuous learners - stretching, growing, and innovating during the improvement process.

Grievances

Staff should follow, but aren't limited to using, the chain of command if there are grievances. In addition to their direct supervisor, each site has a BACR program manager for staff to contact if they feel it necessary. Likewise, staff can contact the After School Program Director for further support. In some cases, BACR's HR Director, COO or CEO will be consulted.

Volunteering

Staff are not allowed to volunteer their time (not get paid) when performing services within their job description or during mandatory professional development. This includes normal work hours, training, and prep time or event supervision. Staff must get paid for all hours worked, therefore must not work outside of their work schedule without written permission from their program supervisor/manager. If outside professional development opportunities are taken by any staff and it is not mandated by BACR, staff will not be paid.

Drug and Alcohol Use

Drug and alcohol use are not permitted during work hours or on school campuses. In addition to this, arriving at work under the influence of drugs and alcohol or smelling of drugs or alcohol can lead to being sent home without pay, and disciplinary actions up to and including termination.

Use of Personal Vehicle and Driving Students

Under no circumstances are staff permitted to drive a student in their personal vehicle unless it is for a special event that warrants the staff to fill out and be compliant with the BACR driver authorization form (which can be found in the field trip packet). Staff may drive students in district, program or BACR transportation vehicles if they are approved to do so by their program manager and district. All staff driving students during work hours must refer to the BACR "Use of Personal Vehicle Policies and Procedures" which includes the submission of a valid license and proof of insurance. Events that occur after hours and/or weekends must be approved by the Program Manager and must follow all Field trip packet requirements.

Confidentiality

In this position you have access to personal records for students and knowledge of a student's home life and other sensitive topics like behavior plans. Please ensure that we keep our students' information private from people who do not need to know such information about our students and families. Please also share only with your supervisor CPS related issues or concerns. Student files of ASP participants, incident reports, CPS/Police reports must be maintained in a secure locked cabinet and/or secure electronic file. Inform the Program Manager of the location of files.

Social Media

BACR supports the use of social media and online platforms (including websites, blogs and forums) by staff members to assist in their professional duties and to create an online presence that facilitates staff, parent, students, and community communication. Any and all communication with students through social media, or other online platforms, must be limited to matters directly related to the employee's professional duties. Staff must exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off campus, including through digital communication by strictly adhering to the following:

1. Limit On-Duty Use - Use of Personal Technology for non-BACR business should be limited to off-duty time and designated breaks.

2. Work/Personal Distinction - Staff members are encouraged to maintain a clear distinction between their personal social media use and any BACR-related social media sites.

3. Student Photographs - Staff members may not send, share, or post pictures, text messages, e-mails or other material that personally identifies students on any electronic format, unless parental/guardian consent is acquired.

4. Professional Behavior - To avoid jeopardizing their professional respectability, employees are encouraged to use privacy and other protection settings for the personal online presence. Despite privacy settings and protections, staff members are reminded that there is no privacy on social media and all information online may ultimately be accessible to the world, this includes supervisors, colleagues, students and parents.

5. Personal Social Networking and Media Accounts - Because online content can be spread in mere seconds to a mass audience, BACR encourages employees to ask themselves before posting any information online whether they would be comfortable having this information printed in the newspaper alongside their photo or shared with their students, students' parents, or their supervisor. Educators must give serious thought to the implications of online activity. If you would not bring it into the classroom, do not post it online.

6. Responsible Online Identity Monitoring - Employees are encouraged to monitor their "online identity" on a routine basis in order to prevent their identity from being fraudulently compromised or simply to track information posted about them online.

7. "Friending" students/contacting students outside of professional duty - Employees should not have online

interactions with students on social networking sites outside of those forums dedicated to academic use or other BACR related activities, clubs, sports, etc. BACR employees' social networking profiles and personal blogs should not be linked to BACR's students' online profiles. Additionally, BACR employees should use appropriate discretion when using social networks for personal communications and should limit this activity to off-duty hours and the use of their own electronic communication devices.

8. Contacting Students as part of professional duty - BACR employees should only contact BACR students for educational purposes and matters directly related to the employee's professional duties. Employees should treat such communication in a professional manner as they would in the classroom or professional workplace. Parents and BACR managers should have the ability to access BACR-related social media sites a staff member uses to communicate with students. When in doubt about contacting a BACR student during off-duty hours using BACR or personal technology and personal or district social media platforms, the employee should begin by contacting the student's parent(s) or legal guardian through their BACR registered phone number.

9. Mandated Reporter - Employees who use social media are required to abide by the same reporting responsibilities for knowledge gained through their social media presence. An employee who has knowledge of or suspects child abuse shall file a report pursuant to the BACR's child abuse reporting procedures.

10. Use of BACR technology – BACR technology may only be used for educational purposes. Staff should not expect privacy in the contents of any files or in any communication accessed via a BACR technology platform, including email and BACR-issued computers or mobile devices.

Staff may be disciplined for communication and conduct online, through district or personal technology/devices, that BACR reasonably believes will cause actual, material disruption to BACR or school activities or inhibit the staff's ability to perform their job.

The above policy is a comprehensive social media policy that really focuses on the relationships built in social media and the way employees portray themselves and the professionalism in their communications. It also establishes a framework for professional boundaries for its employees and students.

Fiscal Responsibilities

ASP Staff are not eligible to submit the BACR expense report reimbursement form for purchases of any program items and/or materials. All needed supplies are to be coordinated through your program coordinator only, so please communicate your needs in advance and reflect them on your lesson plans. Creativity with current supplies is a skill that all instructors should practice.

I. ADDENDUM

Transitions, Classroom Flow, Classroom Management and Bullying Expectations

Transitions

The secret to a good transition within a lesson plan is that it goes unnoticed by students. Transitions that occur between different parts of the day like snack, recess, homework and enrichment should be fun and entertaining. A song, line structures and, developing student roles can get you from homework, to enrichment time, to recess quickly and efficiently. The key is preparation, routine and structure. Use your

prep time wisely and have materials ready to distribute and/or use. Transitions between activities should be quick, with no lag time as students will understandably get distracted and it will become harder to re-engage them (don't get mad at the students if this happens, instead use an attention getter or song if lag time is needed). Ask your coordinator for lists of attention getters, transition techniques, and grouping strategies to support this important skill in youth work.

Classroom Flow

Start on time and warmly greet each student. Open with a check-in and opening circle (10min). Introduce or review the topic and goal of the class and connect the material to the school day as well as the student's life in order to create a meaningful connection. Introduce the activity and demonstrate how a student can do the activity giving clear directions (10min). Allow students to plan how they are going to approach the activity or project. Step back and allow the students to complete the activity in their own way allowing for choice and voice. Use open-ended questions, small groups and new challenges to help youth explore their own thought process as the project/activity continues (30min). Allow students to share their work and explain the choices they've made to others (15min). Allow time to reflect on how they connected to the activity personally and what they will take away from the activity (how did this activity make you feel about…? How has your opinion changed or stayed the same from the beginning of the class to now? Why did you all feel…?) (10min). Allow time to get feedback on the activities logistics (too long, to short, what would you change?). Close with appreciations and dismiss (15 min). You may choose to discuss what the students will do in the next class so they can think about what they want to learn and/or contribute to the next class.

Classroom Management Tips and Expectations:

Use **attention getters** (1, 2, and 3 all eyes on me!; If you hear me clap once; if you hear me touch your nose; there's a storm coming; shhhhh!) to get the attention of your groups. Staff should not use a whistle or yell for quiet or attention as it defeats the purpose and jars most youth. It also comes across as demanding and adult centered. Instead, use music, a chime or a gong which has a soothing effect.

Use fun **grouping strategies** (number off the group, play the boat is sinking, line up tallest to shortest, match students by similarities, etc.) to break up clicks and for youth to get to know each other. Do not have students pick their own teams or partners, as this is very traumatic for most if not all youth if they aren't picked. Ensure **transitions** between different sections of your lesson plan are smooth and seamless.

Bully Behavior Prevention

Most districts have a district process to follow when supporting students around bully behavior. It is imperative that instructors handle situations of bully behavior immediately when students report they are being bullied. All staff should include their Program Coordinators in any potential bully situation and complete any necessary written reports in a timely manner. Staff and other students should mediate disrespectful, tense, exclusive, angry, hostile behaviors immediately. Negative behaviors (even in a joking manner) such as rudeness/sarcasm, bragging, insults, "trash talking," negative gestures or other similar actions must also be mediated by staff and students immediately. Patterns of such behavior should be recorded as it may result in a bully behavior situation in the future.

II. ADDENDUM - Virtual Program Expectations

BACR Regular Program Staff Expectations:

- ➔ You are always on time and prepared.
- ➔ Assignments will be turned in on time.
- ➔ Students are never to be left unsupervised.

- ➔ Students are always safe and engaged.
- ➔ Your full attention is on the students and their well being at all times.
- ➔ You ensure that all school space you use is left clean and orderly.
- ➔ Your speech, behavior and dress are always appropriate and kid friendly.
- ➔ You attend work as scheduled, and that you contact your Coordinator with as much advance as possible in the event that you will be absent or tardy.
- ➔ You will deliver well planned, engaging lessons that are aligned with academic and enrichment program goals.
- ➔ You will act in accordance with all program policies and procedures.

BACR expects the following while providing Distance Learning Instruction:

- ➔ **<u>No distance learning can occur without expressed approval from a Site Supervisor</u>**
- ➔ Setting up your work environment is crucial for 100% participation and engagement
  - ◆ **No driving** while on zoom or live virtual instruction with students.
  - ◆ **All staff cameras should be on** unless there are extenuating circumstances.
  - ◆ When working with students **all videos must be on**.
  - ◆ Always **disable private chat** capabilities.
- ➔ Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not maintain personal contact with a student outside of school by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or school principal.
- ➔ Conversations must focus on conducting **a wellness check in, to share resources, or to provide support for distance learning assignments/activities.** We understand that staff may need to contact families to share school resources, 20.21 registration information, and or just to say hello.
- ➔ The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting.
- ➔ Any conversations made during a distance learning activity shall not include confidential support services/therapy, nor shall youth/family confidential information be shared.
- ➔ Student Information Privacy: Avoid including sensitive information in any documents or websites that are not private, for example: posting Google classroom codes, student email addresses, and passwords, or any links that would allow public access to this information.
  - ◆ **Screen shots, photos, and recordings of any students are not allowed.**
  - ◆ While conducting a virtual classroom or small group, staff cannot divulge personally identifiable student information; and should not require or encourage students to do so. While these classes should only be attended by students, there is no guarantee that there are others watching or hearing the class from the student's end. All participants should be mindful to discuss the topics of instruction but not personally identifiable student information.
- ➔ If BACR staff visually observe, hear or otherwise learn of potential child abuse or neglect during video, audio or electronic contact (i.e., have reasonable suspicion of abuse or neglect), they must file a child abuse report by making a call to the CPS hotline as soon as possible and by filing a written report within 36 hours. Child Abuse Reporting Requirements and complete the appropriate District documentation.
- ➔ Etiquette, dress, working with a camera on you
  - BACR ASP Dress norms are still in effect
  - Check your background, ensure that you are not displaying anything that is inappropriate for a youth to see (you are letting youth into your home). If need be, put up a screen behind you.
  - Are you backlit? Make sure you are not in front of a window that is directly behind you. Ensure that your face is visible to students.

➔ **All school grounds staff policies and procedures will continue to be upheld during any distance learning activity.**

➔ **FOR SAN FRANCISCO -** Informing Families and Administration:

- ◆ SFUSD expectations: Get Admin approval to do Synchronous (Live) distance learning and/or Asynchronous (Pre-recorded) learning
- ◆ Once approved - Use this template to draft a letter, explaining what services your site will provide. Ensure that the letter is translated in the appropriate home language(s).
  - Ideally for Synchronous Learning, there should be a schedule in place, ie, Art with Jeff on Tuesdays from 10:00 - 10:35am, Rec with Kim on Thursdays from 2:00-2:30pm

III. ADDENDUM -

Follow school health school protocols during Covid-19

Updated February 28th, 2018

Bathroom Policy

1. Students must ask permission to use the bathroom.
2. Students may not be denied access to bathroom breaks.
3. All K-5 instructors will take their class to the bathroom during a designated time(s) as a group. This time must be built within a sites program schedule and will be determined at each location.
   a. Program Schedules must reflect K-5 bathroom breaks.
   b. If multiple bathrooms are available, program will separate bathrooms by K-2 and 3-5
4. We train instructors to contact another staff person when feasible. In the majority of situations, staffing constraints prohibit an escort system. In the buddy system, we instruct the pair that one buddy stay outside while the other uses the restroom.
5. Outside of designated bathroom time(s), when appropriate and possible, we train instructors to contact another staff person when feasible, in an Escort system. In the majority of situations, staffing constraints prohibit an escort system. In the buddy system, we instruct the pair that one buddy stay outside while the other uses the restroom.
   a. Escort System: a staff person escorts the youth to the bathroom. This can be the staff person who directly supervises the youth, or another staff person who is called in specifically to walk a youth(s) to the bathroom. The staff person acting as escort will remain outside of the bathrooms and monitor the time and surrounding area.
   b. K-5 grade students are allowed (if absolutely necessary) to use the bathroom, utilizing the Buddy System.
   c. Buddy system: a partner will escort the person who needs the bathroom. This Buddy will wait outside the bathroom and ensure that the person who needs the bathroom is timely and safe. One pair per classroom may go to the bathroom at a time. Buddies will be provided with a Hall Pass.
   d. Staff shall check in within 5 minutes if the pair has not come back, or still in the bathroom., utilizing any of the following techniques:
      1. Staff shall write the names of students and the time they left for the bathroom on the white or chalkboard. Line Staff must maintain situational awareness.
      2. Staff shall use bathroom logs: Each instructor will have a Bathroom log. Students will sign out of the classroom with the time they left, their name, and the name of their buddy. Upon returning, students will sign in with the time they returned.

3. Popsicle Stick Method - Make a Popsicle Stick for each student by writing each name on a popsicle stick, or the student number. Use a cup or mug to hold the Popsicle Sticks for the entire class.
4. When a student needs to use the restroom, they will grab their popsicle stick from the cup and hand it to Line Staff. Line Staff will provide the youth a hall pass and youth will place their popsicle sticks on the table, indicating that they are in the bathroom. Staff shall note the time that youth left the room.
5. Staff shall notify the Program Coordinator by walkie talkie if students have not returned within the 5 minute period.

6. When possible, it is BACR's policy that programs have access to bathrooms adjacent to the yard.

7. The same above policies will apply to 6 - 8 programs with the exception that 6 - 8 youth may go to the bathroom alone. One youth per classroom at a time.

8. 9 - 12 grade youth must check in with their instructor before using the bathroom while in structured activities. BACR encourages 9-12 grade youth to go to the bathroom during passing periods.

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL ADDENDUM ACKNOWLEDGEMENT

I have received, read and understand the expectations outlined in the BACR ASP Instructor & Bathroom Policy Addendum.

_____	_____	_____
Print Name	Signature	Date

IV. Staff Expectations and Acknowledgement

BACR expects that:

- You are always on time and prepared.
- Assignments will be turned in on time.
- Students are never to be left unsupervised.
- Students are always safe and engaged.
- Your full attention is on the students and their wellbeing at all times.
- You ensure that all school space you use is left clean and orderly.
- Your speech, behavior and dress are always appropriate and kid friendly.
- You attend work as scheduled, and that you contact your Coordinator with as much advance as possible in the event that you will be absent or tardy.
- You will deliver well planned, engaging lessons that are aligned with academic and enrichment program goals.
- You will act in accordance with all program policies and procedures.

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL INSTRUCTOR ACKNOWLEDGEMENT

I have received, read and understand the expectations outlined in the BACR ASP Instructor Handbook, the BACR Employee Handbook available on Paycom, and the expectations outlined in my job description and evaluation. I understand that I am accountable for meeting all of these expectations I agree to adhere to

all expectations outlined in the above-mentioned documents as well as site specific and other expectations outlined by my supervisor or other BACR HR representatives.

BACR's policy is that employment is "at will." That means you are free to leave BACR at any time, with or without a reason and with or without notice. BACR also has the right to end your employment at any time, with or without a reason and with or without notice. Although BACR may choose to end your employment for "cause," cause is not required.

Further, BACR has the right to manage its workforce and direct its employees. This includes the right to hire, transfer, promote, demote, reclassify, lay-off, terminate, or change any term or condition of your employment at any time, with or without a reason and with or without notice, unless otherwise required by law.

In addition, many BACR employees work at sites that are within other workplaces, schools and community centers for example. In such contexts, continued employment with BACR is often subject to approval of the entity that operates that other workplace (school districts, for example). In the event that an outside entity requests termination of employment, BACR may be required to comply in accordance with applicable contacts and law. In such an event, BACR may attempt to place the displaced employee in a comparable position at another location, though it is under no obligation to do so. No BACR representative is empowered or authorized to modify this at-will relationship other than BACR's Chief Executive Officer, and then only in an express written agreement signed by the Chief Executive Officer and you.

This BACR Employee Handbook sets forth the entire agreement between you and BACR as to the duration of employment and the circumstances under which employment may be terminated.

_____ _____ _____

Print Name Signature Date

BAY AREA COMMUNITY RESOURCES AFTER SCHOOL ADDENDUM ACKNOWLEDGEMENT

I have received, read and understand the expectations outlined in the BACR ASP Instructor Transitions, Classroom Flow, Classroom Management and Bullying Expectations Addendum.

_____ _____ _____

Print Name Signature Date

School Site Emergency Contact Form

Employee Name _____
School Site_____

Emergency Contact Info:

(1) Name_____
Address _____
City, State, ZIP _____
Home Telephone # _____ Cell # _____

(2) Name_____
Address _____
City, State, ZIP _____
Home Telephone # _____ Cell # _____

Medical Information:

Food Allergies _____
Medication Allergies _____

Employee Signature _____ Date _____

*Coordinators: Please scan a copy to HR/ Save for your emergency binders

Bay Area Community Resources

Family Handbook

Program name
At [school name]
School Address
Coordinator Name
Coordinator Contact Info
Program Manager
Manager Contact Info

After School Programs

[Name]
Program Manager BACR East Bay After School Programs

Marisa Ramirez,
Director of BACR East Bay After School Programs

[Name]
Site Coordinator [school name]

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Dear Parents, Guardians and Caregivers,

Thank you so much for choosing our After School Program to provide your student with the best experience possible in the out of school time hours. Bay Area Community Resources (BACR) was founded in 1976; our mission is to promote the healthy development of individuals, families and communities. We do this through direct services, volunteerism and partnerships here in the San Francisco Bay Area. The BACR philosophy about after school programs extends far beyond keeping children safe, although it is our number one priority. We believe in providing a nurturing and enjoyable environment, and we believe in integrating the principles and practices of youth development into all after school activities. We believe it is our responsibility to understand and meet the needs of schools, students and parents.

This handbook is a tool for you and your family to use in understanding how we do our work with young people all across the Bay Area. Please read it thoroughly and ask any questions you may have in regards to our policies and procedures. We are here to support you in developing your child's sense of self and confidence. We appreciate your support and expect to have a great year with you as our partner.

In community spirit,

Marty Weinstein

Chief Executive Officer (CEO)

Bay Area Community Resources

Bay Area Community Resources After School Programs Overview

Mission: BACR after-school programs promote the successful, holistic development of Bay Area youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. We collaborate with fellow community-based organizations and schools to provide high-quality after-school experiences for youth throughout the Bay Area.

Values:

- Youth are valuable members of our communities and we support them in realizing their power.
- Our actions must be conscious decisions designed to respect our ancestors, improve the present, and sustain future generations.

- We strive for justice and equity in education, so youth can have meaningful opportunities to learn, grow and succeed.
- We leverage the best of our community to provide a rich array of meaningful opportunities for young people through a collaborative programming model.
- We like to have FUN and take every opportunity to enjoy and celebrate our work.

Program Quality Standards: Our youth work is based on the following three program quality strategies that guide our work on a daily basis: the CNYD youth development principles, the David P. Weikart Center for Youth Development Program Quality Assessment tool and Temescal Associates Learning in Afterschool Principles. In addition to this, all program staff have cleared a background check, have a current negative TB test on file and have completed at least 48-college units/Instructional Aid certified. They have also participated in training in our quality standards and common core education theory.

BACR Agency Best Practices:

- We persevere, are dependable and act with integrity.
- We recognize the needs and strengths of customers and support their development
- We are continuous learners – stretching, growing and innovating.
- We build healthy relationships and are guided by a caring heart.
- Our services are based on proven models and methods.
- We work within communities and build alliances to meet community needs.
- We focus on results.
- We are humble, hopeful and have a sense of humor.

BACR Student Best Practices:

- We don't give up, we are responsible and honest.
- We are always learning, stretching, growing, and creating.
- We are humble, hopeful and have a sense of humor.
- We build healthy relationships and are guided by a caring heart.
- We recognize the needs and strengths of our peers and support their growth.
- We do our best every time in everything.
- We will be successful and take advantage of the opportunities to be part of this community.

[Program Logo]

[Program Name] at [School Name] Overview

"Tag line"

District Vision

Program Vision

Program Mission

Program Goals

Youth Outcomes/Goals

PROGRAM ELIGIBILITY AND ENROLLMENT PROCESS

Program Eligibility: The [Program Name] after school program (ASP) is provided by Bay Area Community Resources (www.bacr.org) in collaboration with the _____ Unified School District and [funding sources Ex. ASES, OFCY, 21 Century, ASSETS, Fee Based). To be considered eligible for enrollment you/your child must meet the following criteria:

1. [Enter your program's eligibility requirements here]
2. Must be a student of the school.
3. Must be able to have your child meet the attendance requirements.

Enrollment Process: [Describe here if your program is an extended day model or modified extended model] In addition to the eligibility requirements, students will be prioritized based on Principal and/or Faculty recommendations. These recommendations consider the following:

family need, number of siblings, academic standing and social needs. We do our best to mirror school demographics by looking at students/family needs through an equity lens that depends on school leadership recommendations.

All students not accepted into the program, due to eligibility requirements or staffing and space limitations, will be put on a waitlist. If students are removed from the program, we will call waitlisted families. Spaces become available only if students are dropped due to behavior, excessive absences or at the school's or family's request. **Families who withdraw students and then wish to re-enroll will need to fill out a new application and will most likely be put on a waitlist.**

PROGRAM OFFERINGS

SNACK AND/OR SUPPER

Per grant guidelines, district policy and/or BACR policy, students will be provided a healthy snack and/or supper daily. Students can reject the daily snack offered during the time it is dispensed, but students may not be able to receive the snack at a later time. **Please let us know immediately if your student has any food allergies or cannot eat certain foods for cultural reasons in addition to writing it on their health forms.** Adults are not allowed to eat or take the food designated for students and food is not to leave the designated snack and/or supper area. Students are not permitted to eat/drink soda, candy or junk food during the program. If you are going to send an additional snack with your student, please send a healthy one.

ACADEMIC ASSISTANCE

During each program day, academic assistance is offered to all participants. This period is 30-60 minutes long and may take place anytime during the program. Please refer to the program schedule to see what homework assistance looks like at your school. During academic time, staff are available to assist students with their homework but **staff**

are not responsible for it being completed or correct when they get home. We expect family support in getting students to complete, correct and turn in work assigned by their day time teacher. We ask all students to bring a book or supplemental academic activity. If a student does not have homework in a particular class or a supplemental activity of their own, staff have additional resources to help students with core academic areas. **Students are expected to bring ALL homework, books and materials to their academic session.**

ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in a daily enrichment activity. Activities may include: arts and crafts, cooking, theater, music, movie making, team building, social emotional based activities, leadership development or other enrichment workshops based on interest, resources, and student need. Classes are project-based and require consistent attendance in order to achieve mastery. Please refer to the program's vision, mission and goals along with the program schedule to see what enrichment activities are offered at your school.

ACADEMIC ENRICHMENT ACTIVITIES

Each student will have the opportunity to participate in academic based activities such as STEAM (Science, Technology, Engineering, Art, Math) creative writing, middle school/high school prep, learning a new language, journalism, world exploration, college and career exploration, etc. These classes incorporate academic learning principles within highly engaging, meaningful, project based activities. Students develop a love of learning and academic rigor.

SPORTS AND PHYSICAL ACTIVITIES

All programs provide structured physical activities, which may include: organized sports, outdoor team-building activities, and structured recess type activities. If your student has limited mobility or other health concerns, please communicate this immediately to the site coordinator.

ATTENDANCE POLICY

Our local, state and federal grants are monitored consistently for low attendance. Students not attending the program for the required amount of days and time will put our grant in jeopardy. Students who are not in the program consistently also don't get the support they need academically or socially. Please follow the below attendance policies so our programs are able to stay at your school:

Students are expected to attend 5 days a week.

Students are expected to stay from school dismissal to the end of the program. However, we do recognize that students may miss school for a variety of reasons. Please follow your district's early-release policy. This will be addressed in your registration packet.

BACR makes every effort to ensure the safety of your child/children. **In the event your student is present in the school day, but absent in after school, Parents and Caregivers should make every effort to contact the After School Program to inform them of this absence. BACR makes every effort to contact you when your child(ren) is absent. Attendance records are input on a weekly basis.**

It is your responsibility and our expectation that YOU NOTIFY THE SITE

COORDINATOR AHEAD OF TIME OR IMMEDIATELY UPON EARLY PICK UP. Failure to communicate this information may jeopardize your student's spot in the program. In addition, it is critical that you emphasize the importance to your student that he/she must check into the program and is not allowed to go off campus for any reason (friend's house nearby, corner store, etc.).

If your student is absent from the day school, they cannot attend after school. When school is closed, the program is also closed.

All BACR after school programs review attendance on a weekly basis and will make phone calls home regarding absences. Excessive absences may result in being asked to exit the program.

STUDENT SIGN IN PROCEDURES

Students are to report **IMMEDIATELY WITHOUT STOPPING** to the after school meeting spot to sign in with their instructor. Teachers are encouraged to inform the ASP staff when they need students to stay in class longer. The teacher is responsible for sending the student back to the program (Elementary students must be walked back to the program).

Students in kindergarten and first grade will be signed in by their instructor; students in second grade and up will sign themselves in (please note different districts may have different requirements). Students may not sign other students under any circumstances. Please refer to the attendance policy regarding students who arrive late to the program.

STUDENT SIGN OUT PROCEDURES

Sign out is at 6:00pm daily (some programs may vary)**.** You must sign out your child from the designated sign out sheet and indicate the time you picked up the child as well as an early release code if applicable (see below). **Only authorized persons, listed on the registration sheet, may sign a student out.** We will ask for I.D. if we do not recognize the designated person, please inform those you designate for pick-up of this policy in the event that you need them to pick up your student. **You must notify the Site Coordinator in person or by phone prior to pick up time** if someone other than the authorized adults listed on the application will be picking up your child. Students may not sign other students out under any circumstances.

For further information on your school's specific Pick-up policy, please review your program's Registration form.

For safety reasons, we ask that you notify staff when picking up your student and encourage pick up during designated times and areas.

DO NOT take your student without notifying their instructor and signing them out.

EARLY RELEASE POLICY

As mentioned in the attendance policy, the after school program has an early release form parents can fill out releasing students early from the program without penalty. We can only allow the early release of students for the following reasons:

- (1) Parallel Programs - Example: additional programs such as swimming, soccer etc.…
- (2) Family Emergency/Need
- (3) Medical Appointments - dental, therapy, other.
- (4) Safety - transportation (especially if youth travels home alone)
- (5) Seasonal - daylight savings time, extreme weather.
- Please add/customize codes per your District's instructions

For safety and attendance reasons, please contact the Site Coordinator regarding any potential early release. If your child has a recurring parallel program (sports, music, etc.) or doctor's appointment, you may fill the Early Release form out as soon as you know the dates of the activity and have it on file. **If your child needs to leave early for any of the above reasons, you must, prior to leaving, fill out an *Early Release Form - WCC ONLY*. The program reserves the right to drop a student from or not enroll a student in the program if the student's attendance is inconsistent or conflicts with the majority of the after school program schedule. Per grant guidelines the participants must participate in the minimal hours as stated above in the attendance policy.**

LATE PICK UP POLICY

All students must be picked up at 6:00pm Monday through Friday (some programs may vary). The ASP staff will attempt to reach people listed on the emergency contact sheet of the application after 6:00pm. If the after school program cannot reach anyone on the contact list, and if the student is still at school, **we are bound by law to contact the police department to take the student under custody. You may be subject to a $5 for every ten minutes late fee, which must be paid by the next day.** Please also refer to the attendance policy regarding late pickups.

Program ends at 6:00 (some programs may vary). Families picking up their child(ren) after 6:10 will be considered late. Families will receive two warnings. If a family picks up their children) late a third or subsequent time you may be subject to a late fee of $5 for every ten (10) minutes after 6:10 will be applied.

The BACR ASP understands that emergencies occur. If a family knows that they will be late due to an emergency, it is up to the family to contact the ASP Coordinator before 6:00pm.

PARTICIPATION AND BEHAVIOR EXPECTATIONS

We expect all of our participants to actively participate in the after school program. The goal of the program is to help students achieve academic and social success, create lifelong learners, and develop youth into strong critical thinkers. Students are expected to exhibit positive behavior towards their fellow students, ASP staff, and regular school staff at all times. All BACR programs align with the school day's Behavior Expectations and policies.

AND BACR's specific guidelines are:

- Be Safe!
- Be Responsible!
- Be Respectful!
- Be Prepared!
- Be the Best You Can Be!

All ASP staff and service providers will engage students who exhibit behaviors that disrupt or interfere with a safe learning environment in a Restorative Approach.

We strive to identify behaviors, and solutions to those behaviors. This includes: guiding students towards recognizing how their behavior affect themselves and others, redirecting students, dialoguing with students inside and outside the class to find a solution to their needs;

Consistent communication with parents and guardians for support. This includes: phone calls to parents/guardians for support, suspension, behavior contracts between students, parents/guardians, and the Site Coordinator, and Restorative Practices;

As a last resort: removal from the ASP if the aforementioned steps do not result in a change in behavior and/or actions.

In severe cases, the procedures listed above may be supplanted by immediate removal from the after school program. Participants in the after school program may **immediately** forfeit their membership for any of the following reasons:

- Regular and excessive absences
- Physical or sexual assault
- Possession of drugs, drug paraphernalia, weapons, or other illicit items
- Behaviors which may endanger the safety of participants and staff
- The expressed written request of a school official

CELL PHONES, ELECTRONICS AND TOYS FROM HOME

Cell phones are not permitted during the after school program hours. During instruction, phones should be put away, unless phones are a part of the program goals. Programs embed free time and transition time for youth to use and check their phones. Loss or damages can easily occur. If you need to call your student, please use the contact information on the cover of this handbook.

For Elementary Programs: Toys and electronics from home are not permitted

during program hours. BACR is not responsible for any loss, damaged or stolen items.

DRIVING STUDENTS AND SUPERVISING STUDENTS DURING NON-WORK HOURS

Driving Students

There may be a time where parents or guardians will need support in getting students home after the program is over. After School Staff and Volunteers are not allowed to drive students home (an exception is made for persons listed on student's approved pick-up list). Likewise, Staff and Volunteers are not allowed to drive students in their personal vehicles for any reason unless it is pre-approved by BACR management (refer to driver authorization form in packet) and BACR vehicle usage, which requires insurance, FP requirement and DMV background proof.

Supervising students during non-work hours

You may choose to hire after school staff to provide "babysitting" services outside of after school hours. If you choose to do this, please note that while they are working for you, they are not a BACR employee or representative.

FIELD TRIP POLICY

In the event we plan a field trip for your student to attend, we will use permission slips. All participants must have a field trip permission slip signed by their parent or guardian. You must sign the slip if you would like your student to attend and complete the chaperone section if you would like to be a chaperone. In the event you do not allow your student to attend, there will be a supplemental program on campus with designated after school staff for your student to attend. If you would like to create a field trip for our program please contact your after school Site Coordinator.

RELEASE OF SCHOOL DATA

We are vested in the academic improvement of your student. By enrolling your student in our program you have the option to allow us to access student information regarding their academics. This information is kept confidential and will only be used to help you in supporting your student academically.

PHOTO AND VIDEO RELEASE

During your child's attendance in the After School Program, they may participate in an activity that is being photographed or videotaped; these photographs/video recordings may be used for promotional purposes. If you do not wish for your child's image to be used, please sign the Photo/Video Release form included in the registration packet.

BACR RELEASE OF LIABILITY

All applications include a BACR release of liability, which states the following: "Bay Area Community Resources and their officers, agents, employees, will assume no responsibility or liability for injuries/illnesses of my/our child". It's important to understand that accidents and injuries can arise out of program events and activities; knowing these risks, parents/guardians agree to assume all risks of damage, illness, injury or loss to person or property that is sustained while participating in, attending, preparing for or traveling to and from the after school program.

The risks of injury and illness (ex: communicable diseases such as MRSA, influenza, and COVID-19) to my child from the in-person activities involved in this program is significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce these risks, the risks of serious injury and illness do exist."

VOLUNTEERS

We accept volunteers aged 18 or older from the community regularly and we are proud to bring them on-board once they have cleared a background check and provided a negative TB test. In the event you would like to volunteer, please contact the Site Coordinator. High school/middle school students or other minors may volunteer; they must check our Youth Volunteer requirements for specific information.

MANDATED REPORTERS

All after school staff are considered mandated reporters. By law, if we suspect child abuse or negligence we must report it to child protective services. We will also contact the student's parent/guardian and/or school administration if necessary. All after school staff receives training on what does or doesn't constitute child abuse, as well as how to call in and make a report. **We ARE NOT in charge of the investigation nor do we decide its findings. Retaliation towards after school staff in response to making a report will be communicated to child protective services and law enforcement immediately.**

ADULT CODE OF CONDUCT

Adults on campus are expected to abide by the following **codes of conduct when on campus (including parking lots) at all times**. If these codes are not followed by you or/and your authorized pick up persons, your student may be removed from the program. This code includes but is not limited to the following:

- Be considerate, respectful, and non-disruptive of classrooms, hallways, study areas, libraries, and cafeterias.
- Abide by the authority of after school staff, campus teachers, administrators, and classified employees.
- Understand and accept that the following are not tolerated on any school district campus:
    - Destruction of private, school, and district property, i.e. no littering, no graffiti, no stealing, no extortion, etc.
    - Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

- Committing an obscene act or engaging in profanity or vulgarity.
- Alcohol, tobacco, and other drugs.
- Weapons or other dangerous items.
- Fighting, as well as encouraging or instigating a disruption or fight; spreading hurtful rumors or falsehoods that result in a student conflict; leaving class or campus to watch a disruption; or refusing to respond to requests to leave the scene of a conflict.
- Taking student discipline into your own hands by causing harm to other students and or their families.
- Asking staff questions regarding other students (not your own child). This can lead to altercations with the other students' families and negatively affect all youth in the program.
- Threatening and/or causing physical harm to your student in front of school staff, other youth and/or families.
- Disrespectful language and tone including yelling.
- Bribing staff or blackmail towards staff in regards to special student privileges.

MEDICATION

It is the responsibility of the parent/guardian to inform after school staff of any medical needs and or conditions for when your child(ren) takes a daily medication, he or she will need to follow the **district's medication policy when taking their medication.** The general policy is that any student who takes daily medication or can self-medicate needs a written consent from the parent and a copy of the physician's instructions on file. Daily medications should be listed on the Student Health Form in the program application. **If your child requires the use of a fast-action inhaler for asthma, or carries an epinephrine pen (or epipen) for anaphylactic shock, requires insulin for diabetes, or any other ongoing medical need, please notify the Site Coordinator *immediately***! In the event that your child(ren) needs assistance with their medication from ASP staff, Staff must follow the district's policy on administering all medications and first aid services to students. These staff MUST be trained by the school district, once a need has been identified.

ILLNESS / INJURY AND PHYSICAL EMERGENCY POLICY

Illness:

All contagious and serious illnesses must be cleared by a physician's note to return to the after school program. Examples include but aren't limited to: pink eye, scabies, bacterial diarrhea, pneumonia, ringworm, thrush, lice, chicken pox or measles. Students with diarrhea or vomiting must be kept home from the after school program for 24 hours after the last incident. Students with a fever may not be at the program until they have been fever free for 24 hours without the use of medication. If a student says they do not feel well, becomes ill or has a personal hygiene matter you will be notified immediately for pick up.

Injury

All students at one time or another fall, bump into each other, or get hurt. We will help students' wash cuts using gloves, water and soap. We will then provide the student with a Band-Aid and/or gauze. If a student receives a bump or bruise we will provide ice for swelling.

Physical Emergency

In the event that a student is hurt and requires more than just basic first aid during the after school program, after school staff will call an ambulance, **the financial burden of the ambulance will be on the family of the child(ren), not BACR**. They will then call a parent/guardian or adult on the emergency list to brief them of the situation and ask for permission for the ambulance to take the student to the hospital. In life-death situations, coordinators will follow the advice of the paramedics and allow them to take the student.

All injuries that result in a mark, bruise or blood will be followed up with a written incident report and will be provided to you upon request.

GRIEVANCES/COMPLAINTS

We believe the best and most rewarding programs result from a direct relationship between after school staff and parents/guardians. We encourage you to bring your concerns to the Site Coordinator or any other member of the management team whom you feel can help you; we in turn, promise to listen to your concerns with respect and do our best to address your concerns.

In the event that you feel that your concern needs to be routed to someone else, you can contact the program director at any time ***(please see the contact sheet on this document's cover page)***. BACR takes any grievance or concern seriously and will ensure an appropriate response.

EMERGENCIES

In case of a major disaster such as an earthquake or fire, we have emergency plans and procedures, which have been arranged in collaboration with your district and school. A brief outline of the plan is posted in each room. The entire plan may be read in the school's office at your request.

In many cases, students will be evacuated from the building until they are deemed safe for occupancy. In the event students are evacuated from the buildings to another location, notices will be posted advising parents of the student's whereabouts.

Should there be time, parents/guardians will be called to come for their students. If parents/guardians cannot be reached, those persons listed on the student's application will be called to come for the student.

In the event of a school lock down or lock out, all adults will not be allowed on campus and students will not be allowed to leave campus until we receive clearance by local police. In the event there is a lockdown or lock out, we will follow all school procedures and notify parents according to them.

INCLUSIVE PROGRAMMING

Federal and state laws and regulations support the rights of children and youth experiencing disabilities and other special needs to be included in public and private programs. These apply to BACR's out-of-school program.

Our goal is to provide inclusive programming and follow two concepts that capture the spirit of these laws and regulations:

1. Seeing each person as an individual.
2. Making reasonable, respectful and individualized accommodations when they are needed.

We consider all potential factors to provide reasonable accommodation consistent with federal and state laws and district policy and procedures. The decision to enroll/not enroll a child will be made on an individual basis after the child's needs have been assessed using information from parents and professionals who are knowledgeable about the specific disability.

In consultation with the district and parents, BACR will assess whether the after school program can provide the assistance that is needed without jeopardizing the safety of other students in the program. BACR shall strive to make all reasonable accommodations as required by law. Any modification that would result in a "fundamental alteration" (a change in the essential nature of the entity's programs or services including staffing and cost of alteration) would not be considered reasonable accommodation.

We will work with the school administration or resource teacher and get parent consent to get a copy of a student's Individualized Education Plan (IEP) or 504 plan.

BACR will not be financially responsible for any accommodations needed regarding special equipment, classroom aides, or special materials for special needs youth.

MORE INFORMATION REGARDING BACR SAFETY PROCEDURES AND POLICIES

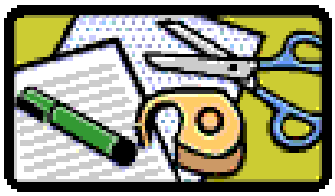
More information regarding the below policies and procedures are available upon request:

- Bathroom and Water Break dismissal
- Closed campuses/gate policy - refer to School Safety Plan
- Lockdown Procedures - refer to School Safety Plan
- Sign in and out procedures - refer to ASES/Region 4 guidelines
- After School Instructor Safety Expectations

MORE INFORMATION

For more information about Bay Area Community Resources, please go to www.bacr.org

SUPPORT YOUR AFTER SCHOOL PROGRAM



We need your support!

We are asking for donations of **materials** and **volunteer time** from our parents and community.

If you can donate any of the materials listed and/or volunteer your time for tutoring or other jobs please contact the After School Program Coordinator.

WE ALWAYS NEED:

Basic:

- Pencils
- Crayons
- Erasers
- Scissors (kid safe)
- Tape (clear, masking)
- Glue Sticks
- Staplers
- Electric pencil sharpeners
- Rulers
- Paper (lined, printer, construction)

THANK YOU SO MUCH FOR YOUR SUPPORT!

ACKNOWLEDGEMENT OF FAMILY HANDBOOK AND EXPECTATIONS

Please return this page to the after school Site Coordinator indicating that you have received, read, and understand the after school program policy and procedures. By signing this document, you are acknowledging:

Please initial:

_____ I understand that my child(ren) must attend the after school program and be properly signed out by an authorized adult, daily.

_____ I understand that if I am unable to adhere to the BACR attendance policy that my student may be dropped from the program, as regular participation in the program is required.

_____ I understand that it is my responsibility to make sure my child is prepared with materials to complete their homework, sent to school with a book or supplemental activity and that it is **my responsibility to check that my students finished their homework**, that it is correct and turned in daily.

_____ I will help the after school program with behavioral interventions, if needed, to work with our students and the after school program to help them make better and more positive decisions.

_____ I will follow the adult code of conduct expectations.

_____ I understand BACR's release of liability.

_____ I understand all other policies and procedures laid out in this handbook.

Print First and Last Parent/Guardian Name:
_____

Parent/Guardian Signature
(Please note that you will be signing on behalf of all parents/guardians): _____
Date: _____

Student Names:

1. _____
2. _____
3. _____
4. _____

5. _____

BAYAREA-10 KHARENCAME

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 7/1/2021

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

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

PRODUCER License # 0K07568
VANTREO Insurance Brokerage
100 Stony Point Rd, Suite 160
Santa Rosa, CA 95401

CONTACT NAME: Rebecca Burns
PHONE (A/C, No, Ext): (707) 303-2533 FAX (A/C, No): (707) 546-2915
E-MAIL ADDRESS: rburns@vantreo.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : QBE Insurance Corporation	39217A
INSURER B : State Compensation Insurance Fund - SCIF	35076
INSURER C : Nonprofits' Insurance Alliance of California	NAIC
INSURER D : Certain Underwriters at Lloyd's, London	10182L
INSURER E :	
INSURER F :	

INSURED
Bay Area Community Resources, Inc.
171 Carlos Drive
San Rafael, CA 94903-2005

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	
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR	X		2021-19709	7/1/2021	7/1/2022	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 500,000
							MED EXP (Any one person)	$ 20,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	X POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	X OTHER: Professional Aggregate						Prof Agg	$ 2,000,000
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	X ANY AUTO			2021-19709	7/1/2021	7/1/2022	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR						EACH OCCURRENCE	$ 10,000,000
	EXCESS LIAB CLAIMS-MADE			2021-19709-UMB	7/1/2021	7/1/2022	AGGREGATE	$ 10,000,000
	DED X RETENTION $ 10,000							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						X PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	N / A		9233948-2021	7/1/2021	7/1/2022	E.L. EACH ACCIDENT	$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
C	Abuse Limit			2021-19709	7/1/2021	7/1/2022	Aggregate	2,000,000
D	Cyber			ESK0032196220	7/1/2021	7/1/2022	Liability	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Oakland Unified School District is named as an Additional Insured per attached forms.

CERTIFICATE HOLDER

Oakland Unified School District
Attn: Risk Management
1000 Broadway, Ste. 440
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
Rebecca

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The ACORD name and logo are registered marks of ACORD

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.

 © Insurance Services Office, Inc., 2012

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
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.

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