

AGREEMENT FOR SERVICE BETWEEN THE REDWOOD CITY SCHOOL DISTRICT and
COUNTY OF SAN MATEO
(Redwood City Community Schools)

This agreement is made as of July 1, 2019 by and between the Redwood City School District (“RCSD”) and County of San Mateo (“COUNTY”); these entities are referred to collectively as the “PARTIES” for the Redwood City Community Schools.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SERVICES

The PARTIES agree to support Redwood City Community Schools to provide coordination and administrative services to interagency school-based family resource centers at Garfield, Hoover, Kennedy, Adelante- Selby Lane, and Taft schools with the SparkPoint Program. These centers provide human services, educational support and community development activities to approximately 3,700 students and their families.

A. Scope of Services

The Parties are entering into this agreement for the sole purpose of providing assistance to Redwood City School District Community Schools.

B. Deliverables

Redwood City Community Schools exist for six major purposes:

- Increase academic achievement and access to education opportunities for students and families.
- Contribute to an improved sense of security and to develop skills to assist neighborhood families and their children to cope with life stressors.
- Improve the physical and emotional health of the communities served.
- Secure the participation of families and community members in the implementation of neighborhood efforts.
- Improve neighborhood safety.
- Provide primary prevention and early intervention services including counseling, mentoring, basic needs support and education programs, and services that promote healthy families and the developmental assets of students.

2. REDWOOD CITY 2020 (RWC2020) and Redwood City Community Schools

Redwood City 2020, a healthy community collaborative involving Redwood City School District, the City of Redwood City, and San Mateo County Human Services Agency (HSA) along with other core partners, has promoted and supported Redwood City Community Schools from their inception. Redwood City Community Schools now operate as a program of the Redwood City School District as well as an ongoing initiative of RWC2020. RWC2020 maintains the following ties with Redwood City Community Schools:

- a. Convene community leaders to create a plan to expand and sustain community schools.

- b. Assist with developing resources to support Community School programs and services.
- c. Monitor progress toward established Redwood City Community School goals through an annual update of progress presented to the RWC2020 Coordinating Council.
- d. Promote integration of Redwood City Community Schools with other RWC2020 initiatives to leverage benefits and enhance outcomes.

3. USE OF SUBCONTRACTORS

The PARTIES shall not assign this Agreement or any portion thereof to a third party without the prior written consent of RCSD.

4. LICENSES AND PERMITS

The PARTIES shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

5. INSURANCE

The Parties shall not commence work or be required to commence work under this Agreement unless and until all insurance required under this paragraph has been obtained.

a) Worker's Compensation and Employer's Liability Insurance

The Parties shall have in effect during the entire life of the Agreement Worker's Compensation and Employer's Liability Insurance providing full statutory coverage. In signing this Agreement, the Parties makes the following certification, required by Section 1861 of the California Code:

The Parties are aware of the provisions of Section 3700 of California Labor Code, which requires every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions of the Code, and will comply with such provisions before commencing the performance of the work of this Agreement.

b) Liability Insurance

The Parties shall take out and maintain during the life of this Agreement such Bodily Injury Liability and Property Damage Liability Insurance as shall protect them while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from the Parties' operations under this Agreement, whether such operations be by themselves or by any sub-contractor or by anyone directly or indirectly employed by either of them. Such insurance shall be combined single limit bodily injury and property damage for each occurrence and shall not be less than the amount specified below. A program of self-insurance in lieu of insurance and proof of such a program is also acceptable in fulfilling the requirements of this paragraph.

Such insurance shall include:

i.	Comprehensive General Liability	\$1,000,000
ii.	Motor Vehicle Liability Insurance	\$1,000,000
iii.	Professional Liability	\$1,000,000

In the event of the breach of any provision of this section, or in the event any notice is received which indicates any required insurance coverage will be diminished or canceled, the Parties at their option, may, notwithstanding any other provision of this Agreement to the contrary, immediately declare a material breach of this Agreement and suspend all further work pursuant this Agreement.

6. WAIVER

No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.

7. EQUAL EMPLOYMENT OPPORTUNITY

In connection with the performance of this Agreement, the Parties shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, physical handicap, or national origin.

8. HOLD HARMLESS

- a. Each Party agrees to indemnify and defend, indemnify, and save harmless the other Parties and their respective governing boards, councils, officers, boards, agents, and employees against and from any and all claims, suits, actions of every name, kind, and description, which may be brought against indemnities or any of them by reason of any injury or death of any person (including corporations, partnerships, and association) or damage suffered or sustained by any such person from any act or omission to act, negligent or otherwise, of indemnitors, their officers, agents, or employees under this Agreement.
- b. In the event of concurrent negligence of any of the Parties, its officers and/or employees, then the liability for any and all claims for injuries or damage to persons and/or property, which arise out of terms and conditions of this Agreement, shall be apportioned according to the California theory of comparative negligence.

9. DISPUTE RESOLUTION

Should any dispute arise out of this Agreement, the Parties should meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, shall be shared by the Parties. If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of this settlement. Neither party shall be permitted to file legal action without first meeting in mediation and maintaining a good faith attempt to reach a mediated resolution.

10. TERMINATION

Any party may withdraw from this Agreement giving the other Parties sixty (60) days written notice. The rights and obligations of the terminating party terminate sixty (60) days after notice is given.

11. COMPENSATION AND FUNDING

For fiscal year 2019-2020 and 2020-2021 each of the Parties agrees to contribute the following sums to support the work of the Redwood City Community Schools as referenced as Exhibit A:

San Mateo County	
Human Services Agency	\$113,676 per year
Human Services Agency	\$15,000 one time contribution for equitable transportation
TOTAL Contribution from the Human Services Agency:	\$242,352
CONTRIBUTIONS FROM OTHER PARTIES	
City of Redwood City	\$100,000 per year – Separate contract
Redwood City School District	\$195,000

12. PAYMENT

Human Services Agency agrees to transfer to RCSD their initial contributions within sixty (60) days of the date of the execution of this Agreement.

13. COMPLETENESS OF AGREEMENT

This Agreement constitutes the entire understanding of the parties and any changes shall be agreed to in writing.



14. TERM OF AGREEMENT

The term of this agreement is effective from July 1, 2019 through June 30, 2021.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized officers:

REDWOOD CITY SCHOOL DISTRICT
750 Bradford Street
Redwood City, CA 94063

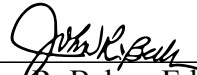
COUNTY OF SAN MATEO
400 County Center, 1st Floor
Redwood City, CA 94063

 BY: 
Priscilla Aquino-Dichoso
Chief Business Official

BY: _____
President
Board of Supervisors

Dated: 4/27/2020

Dated: _____

BY: 
John R. Baker, Ed.D.
Superintendent

ATTEST:
By _____
Clerk of Said Board

Dated: 4/27/2020

Exhibit A

AGREEMENT FOR SERVICE BETWEEN THE REDWOOD CITY SCHOOL DISTRICT and COUNTY OF SAN MATEO (Redwood City Community Schools)

Program Description and Accountability

RCSD will operate five (5) full-service community schools and a district-wide SparkPoint Program, serving 3,700 pre-K-8th graders. The goal of the Community Schools model is to address the barriers of learning by more efficiently coordinating efforts and resources to bolster students' learning, strengthen families, and promote healthy communities. Community Schools directly align with the San Mateo County's 2025 shared vision around building a healthy, prosperous, and collaborative community.

RCSD's network of full-service community schools provides students and their families with daily-expanded learning opportunities, counseling support, family engagement opportunities, and a wide range of safety net services – all in a coordinated manner.

RCSD Community School Achievements

- The Gardner Center's most recent analysis (Biag, 2014) indicates that roughly 84% of community school students took part in at least one type of program area in the 2013-14 school year.
- Relative to non-participants, students whose parents took part in family engagement opportunities for three or more years were predicted to have, on average, about a two-percentage point annual advantage in their attendance rate (Exhibit 3); this added up to roughly four extra days of school attendance over a 180-day school year.¹
- Students whose families were involved in family engagement opportunities at Community Schools for three or more years exhibited greater growth in their attendance rate than their peers whose families had fewer years of participation.²
- English learners whose families were participating in Community School programs for three or more years showed greater gains in their English language proficiency.

How success will be measured

This year, we are partnering with a new nationally recognized organization, *Communities in Schools*, to support stronger outcomes for our most at-risk youth and their families. Among their deliverables and enabled conditions to better support our youths are the following:

- Campus leadership has a measurable vision for improving attendance, behavior, course

¹ John Gardner Center, "Examining the Status of Redwood City Community Schools" (Biag, Biscocho, and Gerstein, 2016)

² "2013-2014 Redwood City Community Schools Research Report" Biag, Manuelito. John W. Gardner Center for Youth and Their Communities. December 2014.

performance, and/or the campus climate and is willing to work with Communities in Schools to create an annual campus support plan to help reach that vision.

- Dedicated campus staff are willing to align existing supports and resources with the annual campus support plan and to integrate the Communities in Schools work with other campus initiatives and projects.
- Campuses are invested in nurturing a data culture, dedicating time to tracking data, and regularly monitoring and assessing progress toward plan goals.
- Campus staff implementing the Communities in Schools Model collectively receive more than 50 hours of training and coaching aligned with their phase of implementation and the individualized needs of each campus.
- Coordinators utilize the CIS Data Management System, a web-based tool that helps ensure the right data are being tracked and the CIS Model is being implemented with fidelity.
- Coordinators are part of Communities in Schools' national network, connected to tools, resources, webinars, and convenings that support the continued growth and deepening of practice.
- Thirteen independent evaluations demonstrate that implementing the Communities in Schools Model leads to improved graduation, decreases in drop out, improved attendance, and improved academics.
- Communities in Schools is a strong return on investment, with a \$11.60 return for every \$1 invested, and the opportunity for increased Average Daily Attendance (ADA) funding for school districts.
- Coordinators will case-manage a sub group of students at their sites and provide guardrails to ensure that we connect students with the right kinds of supports and help us to better understand and analyze our work.
- At least one goal in the following area: attendance, behavior, course performance (Academics). Within 2 years case managed students will see improved outcomes in their determined goals, and within 3 years the overall school will see improved outcomes.

Family Engagement: We define family engagement as meaningful connections between schools and their students' families. According to research, family engagement at school and communication with school are predictors of student achievement (see Christenson and Reschly, 2010 for a review). Moreover, Ann Henderson and Karen Mapp (2002), in their review of research on the various models of family engagement, identified key conditions necessary to engage families, including building trusting and collaborative relationships, recognizing family needs and culture, and embracing a philosophy of partnership and shared responsibility for students' learning. In addition, successful family engagement efforts work to build parents' sense of efficacy and confidence to interact with school personnel, welcome and invite families in, and act responsively to family life variables (Hoover--- -Dempsey, et al, 2005). This year through a Chan-Zuckerberg grant, RCSD and RWC2020 are providing an in-depth Family Engagement training at 3 cohorts with the intent to provide a train the trainer/ promotor model that will enable participating families to reach out to more families on essential content bits in the areas of:

school leadership, at home learning, and system navigation. This model, in which parents speak to other parents in more informal settings, including off-campus, enables us to overcome the current participation barrier we are experiencing due to the financial and work strains our families are experiencing. It is accompanied by content dissemination across multiple mediums.

Our goal is to provide training, outreach, support services with the following outcomes:

- Facilitate at least 28 Community Mobilization Team meetings for the different community school RCSD sites, with (duplicated) attendance numbers totaling a minimum of 420 parents/caregivers.
- Pre- and post-surveys will measure increase in parents'/caregivers' understanding about workshop content (e.g., partnership within educational system, navigation of social service system, and at home learning strategies).
- Family-to-family outreach will include a minimum of 3,500 individual recruiting/information sharing conversations held between Socios and other parents/caregivers, including the sharing of salient points related to how to partner within educational system, navigate social service systems, and support at-home learning.
- Programs targeted by Socios outreach will have at least a 30% rise in parents'/caregivers' participation.
- Parents/caregivers participating in Socios for Success will have at least a 15% rise in their families' enrollment in social service benefits programs (e.g., CalFresh, Produce Mobile, medical insurance programs, legal support services, mental health services, and adult education offerings).
- By the end of the series, at least 90% of Socios will see themselves as important partners in their children's learning and development as measured in pre and post surveys.

Current Context for RCSD Community Schools

This is a unique year for community schools and the Redwood City and North Fair Oaks community as a whole. After a months-long process of working side by side with our parents, staff, and community members, Redwood City School District (RCSD) will transform from a school district of 16 sites to one of 12 sites while maintaining its unique and popular programs. The Board of Trustees' recent November vote means the school district will save \$4,134,757 for the 2019-20 school year. This situation is a result of the district having lost close to 2,000 students in six years due to families moving out of the Bay Area because of the high cost of living and three charter schools that operate within the RCSD attendance zone.

The district took all feedback very seriously and all viewpoints were heard. Because several sites will not be operating next year, district staff has been working closely with its community to help families transition to their new schools, and we have over 95% of our impacted families already enrolled in their new school for SY 19-20.

Redwood City, despite being in the middle of the Silicon Valley peninsula, serves a very high percentage of our most vulnerable student population. In the same block, families coexist in multimillion-dollar homes next to those that struggle with daily housing and food insecurity.

The Challenge

While it is financially and programmatically beneficial to consolidate schools and right-size, we have found ourselves in a challenging situation with our expanded learning families and students

that rely with various programs. For example, as we merge schools and the student body increases, the need for expanded learning programs increases with them, but our current grants and partners cannot support this. We will lose funding for every closing school despite those families still being with us and still needing expanded learning options.

This may be true for students currently enrolled in counseling at their closing sites and moving into schools where counseling is already full with a waitlist. This is true for many other support services as well.

Throughout the entire Planning for Our Future process, the number one concern for families was after-school program and support services. These are programs our families depend on. If they can no longer participate, it will be a devastating blow for family stability, school attendance, and our primary goal of making a move forward in the name of stronger student support and academic outcome.

The community San Mateo County data shows our zip codes to have one of the highest cost of living in the country, but as you can see in our demographic data, Redwood City School District serves a very large percentage of some of the most vulnerable students and families. More than 40% of current county residents are considering leaving. This percentage includes high earners in tech, whereas most of our district families on the Bayside barely make ends meet.

Our families are working 2-3 jobs just to keep up with rent. We cannot, as a district and an institution that advocates for youth, deny these services or ask them to find them privately. We cannot turn them away .

Moving Forward with Strong Programs and Strong Commitment

We first made sure to give impacted families options and made sure their school option for next year would be as accommodating and supportive as possible. As a result, every single one of our community schools is growing in size; redwood city families know community schools enables them to continue on the track of support and success.

This included a commitment to:

- Provide after-school services for students currently enrolled at their closing sites, which included committing with our 5 different after school partners, financially and programmatically.
- Expand our SparkPoint program by growing our SP director's capacity and the amount of partnerships and cohorts that operate within SparkPoint, to grow our impact on families currently attending non-community schools. All students in RCSD can and will be supported with community school strategies.
- Provide transportation for impacted families that have to attend a farther school due to their school closing, including before, and after-school busses, as well as after after-school program busses in some cases.
- Working with community-based partners to expand off-campus services, including coordinating needs with SamTrans, BHRS, Sequoia Healthcare District, the CCCS, and the City of Redwood City.

-As noted earlier, change the theory of action for RCSD community schools so we can continue to support students and their families through the Family Resource Centers while at the same time providing intentional case management to the more at-risk students. These students will be determined next school year after new school communities are in place, to ensure incoming students are screened properly.

-Worked with every partner at closing sites to re-allocate their services at another school.

Performance Metrics

Provide the Human Services Agency with an annual report by June 30, 2020, that includes number of children and families served and the outcomes outlined in this Agreement.