

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

This Agreement is made as of this ____ day of _____, 2018 by and between the Redwood City School District (“RCSD”) and the County of San Mateo (“COUNTY”) for the joint funding of the Redwood City Community Schools.

1. SERVICES

The RCSD and the COUNTY (hereafter referred to collectively as the “PARTIES”) agree to continue to support Redwood City Community Schools by providing coordination and administrative support to interagency school-based family resource centers at Fair Oaks, Garfield, Hawes, Hoover, Kennedy, Selby Lane, and Taft. These centers provide human services, educational support, and community development activities to approximately 4,240 students and their families.

A. Scope of Services

The PARTIES are entering into this Agreement for the sole purpose of providing assistance to and allowing the continuation of Redwood City School District Community Schools.

B. Deliverables

Redwood City Community Schools exist for six major purposes:

- Increase academic achievement and access to educational opportunities for students and families.
- Contribute to an improved sense of security and 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 (RWC 2020) 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 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. Assist with developing resources to support Community School programs and services.
- b. Monitor progress toward established Redwood City Community School goals through an annual update of progress presented to the RWC2020 Coordinating Council.
- c. 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. LICENSE 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 make 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 Parties will comply with such provisions before commencing the performance of the work of this Agreement.

- b) 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 any Party's 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, either party at its 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, 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 indemnitees 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 solely 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 term 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 by giving the other party 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 2017-18 each of the Parties agrees to contribute the following sums to support the work of the Redwood City Community Schools as referenced in Exhibit A:

County of San Mateo	\$227,352 (covers a two year period)
City of Redwood City	\$100,000 – (separate Agreement)
Redwood City School District	\$195,000

12. PAYMENT

Upon execution of this Agreement, RCSD will send an invoice to County via Human Services Agency, Children and Family Services, for a total amount not to exceed **TWO HUNDRED TWENTY SEVEN THOUSAND THREE HUNDRED FIFTY TWO DOLLARS** (\$227,352). County shall pay RCSD upon receipt and approval of invoice, within sixty (60) days, a lump sum payment.

13. COMPLETENESS OF AGREEMENT

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

14. TERM OF AGREEMENT

The term of this Agreement is effective from July 1, 2017 through June 30, 2019.

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: _____
Wael Saleh,
Chief Business Official

BY: _____
President, Board of Supervisors,
San Mateo County

Dated: _____

Dated: _____

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

ATTEST:

Dated: _____

By: _____
Clerk of Said Board

Exhibit A

Program Description and Desired Community Outcomes

Redwood City School District (“RCSD”) operates seven Community Schools, serving 4,240 students in pre-school through eighth grade. The goal of the Community Schools model is to address the barriers to 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 Findings

- 1. The RCSD community school team respondents communicated a strong and clear dedication to helping children and their families thrive.** Most study participants believe that the intergenerational approach of the community schools, which strengthens families and addresses the needs of the whole child, is an effective strategy in removing barriers to children’s learning.
- 2. Families are viewed as important partners and critical assets to students’ success in school.** Coordinators, administrators, and community and district personnel are working diligently to provide families with needed supports; to develop their skills, knowledge, and capacities; and to involve them in meaningful ways that strengthen their engagement and connection to school.
- 3. The level of need in the community outweighs the available community school resources.** Expanding income inequality, rapid economic development, housing shortages, and the high cost of living in Redwood City, place significant burdens on the lives of community school families and children. Problems and needs related to poverty are out of balance with the level of resources currently available in the community schools.
- 4. The data-use culture in the community schools is still emerging.** While a range of data elements are being recorded, school staff are not yet using these data in meaningful ways. Their ability to integrate and utilize data is mediated by technical issues and lack of capacity.¹

¹ “*Examining the Status of Redwood City Community Schools*” Biag, Biscocho, and Gerstein
December 21, 2016

How success will be measured

- I. **Attendance:** Attendance has been widely recognized by the research community as a leading indicator of student success or conversely, absenteeism is an indicator of later school failure. The School District monitors individual student attendance and has developed protocols to use attendance as an early warning sign for parents and educators to intervene and put students back on track.

Many of RCSD students live in some of the most impoverished and challenged neighborhoods in San Mateo County. A majority of students identify as Latino (73%), with nearly half classified as English Learners (49%), and more than half (52%) qualifying for subsidized school meals.

Below is a breakdown of chronically absent students by socioeconomic status.

Not economically disadvantaged 169 (32%)

Economically disadvantaged 355 (68%)

Among the systems implemented: monitor and flag automatically through the A2A system any students at risk of attendance challenges, hold group meetings for these families to identify possible supports needed, hold SARB meetings alongside the Sheriff and Police Department Diversion program, implement outreach efforts specifically designed to educate about the importance of attendance, implement and integrate various initiatives that hold attendance as a key component, by helping tackle its challenges or targeting it as an indicator (i.e.; SpakPoint, Big Lift, etc.)

As of April 2017, there were 524 students who were chronically absent. Below is a breakdown by socioeconomic status, students with 504 Plans, Special Education students, and English Proficiency.

- Not economically disadvantaged 169 (32%)
- Economically disadvantaged 355 (68%)
- 12 students with 504 Plans were chronically absent (2%)
- 19 students had Individualized Education Plans (4%)
- 219 English Learner Students (42%)
- 191 English Only Students (36%)
- 14 Initially Fluent English Proficient (3%)

- 100 Reclassified For English Proficient (19%)

II. **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.

At RCSD, the Department of Community School Partnerships is leading a new Family and Community Engagement Committee to assess and design systematic family engagement work, that moves from 1-time workshops to profound culture change that creates authentic engagement, by means of effective communication, information sharing, co-leadership and advocacy, and school climate improvement.

Research shows that:

- III. 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; this added up to roughly four extra days of school attendance over a 180-day school year.²
- IV. 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.³
- V. English learners whose families were participating in Community School programs for three or more years showed greater gains in their English language proficiency.

We have developed the following work plan to address meaningful and successful family engagement.

STRATEGY:			
Family Engagement			
KEY ACTIVITIES & PROGRAMS	WHEN (timeline)	WHO (person responsible)	OUTPUTS & OBJECTIVES (# served &/or change expected)
Parent Workshops	Site specific	CS Coordinator and principal	1) Provide parent education through various topics 2) empower parents 3) help navigate the school system
Volunteering opportunities	Site specific	CS Coordinator, teacher, admin team, Parent Leadership	1) Provide support to teachers, coordinator and students 2) Survey parents to assess kind of involvement needed/desired
School Site Council	Site specific	CS Coordinator and principal	1) Share relevant school info 2) vote on initiatives, 3) get feedback from teachers, parents and partners

² “Examining the Status of Redwood City Community Schools” John Gardner Center Report, (Biag, Biscocho, and Gerstein, 2016)

³ “Redwood City Community Schools Research Report” (Biag, Manuelito 2013-2014). John W. Gardner Center for Youth and Their Communities. December 2014.

PTA/PTO/ELAC /DELAC	Site specific	President of PTA/PTO/ELAC/D ELAC and Admin Team	1) Provide parent with leadership opportunities to lead specific committees 2) Outreach 3)Monthly/quarterly check-ins (site-specific) 3) Ensuring mission and vision of school is at the core of the work 4) Plan, outreach, advocate and lead fundraising events/opportunities
Family Events	Site specific	CS Coordinator, admin team, program director, provider and teachers, Parent leadership	1) To engage entire school and community 2) academic nights, movie nights, family/community events 3) Community building 4) Outreach through flyers, mass texts, word-of-mouth, posters
Parent Committees	Site specific	CS Coordinator and Principals, PTA, PTO, ELAC, DELAC	1) Provide parent with leadership opportunities to lead specific committees 2) Outreach 3)Monthly/quarterly check-ins (site-specific) 3) Ensuring mission and vision of school is at the core of the work
PD for school staff	district-wide/ spring or summer 2018	District Staff Development, Department of Community schools, outside contractors	what: genuine communication, shared leadership, cultural competency 1) culture shift through best practices and expectations 2) ongoing structured & professional conversations
tools for all sites and staff	district-wide: TBD	Developed by Family Engagement District Team	1) small best practices toolkit (equity sticks, customer care, mandated communication protocols) 2) Family Engagement handbook, 3) ready-to-use resources (templates on various volumes for at home learning and school engagement)
Assessment on satisfaction		District Community liaison, Family Engagement District Team	1) lead by district Family Engagement committee for systematic and accurate FCE goals, 2) reflecting on school climate questions, 2) adding information gathering opportunities (focus groups, etc.)