



Mountain View Whisman School District

Board of Trustees - Special Meeting Minutes

1400 Montecito Avenue
April 24, 2021
10:30 AM

Remote
Meeting
Notice

Dial in Phone Number: (669) 900 6833 (San Jose)
Meeting ID: 977 9402 0146
Passcode: 219346
There is no participant ID

Members of the public who call in to the meeting will be placed in a waiting room until the appropriate time to address the Board. During that time in the waiting room, the caller will not be able to hear the meeting. Callers can view and hear the meeting here: youtube.com/mvwsd

Members of the public who wish to address the Board during the Board of Trustees meeting may email comments to publiccomments@mvwsd.org. In order to expedite the meeting, please send your comments by the Wednesday before the meeting. Staff will make all attempts to share and record any submissions received, however, depending on timing, late submissions will be provided to the Board after the conclusion of the meeting.

(Live streaming available at www.mvwsd.org)

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER (10:30 a.m.)

The meeting was called to order at 10:31 a.m.

A. Pledge

Trustees President Conley led the Pledge of Allegiance.

B. Roll Call

Present: Berman, Blakely, Chiang, Conley, Wheeler

Absent: None

C. Approval of Agenda

A motion was made by Ellen Wheeler and seconded by Laura Berman to approve the

agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

II. CLOSED SESSION

The meeting was adjourned to Closed Session at 10:33 a.m.

A. Conference with Real Property Negotiators (Pursuant to Government Code section 54956.8):

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant To Government Code section 54956.8):

Property: 325 Gladys Avenue, Mountain View, California

Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff Suarez & Henderson

Negotiating Parties: Google, Inc.

Under Negotiation: Price and terms of payment related to Joint Use Agreement

2. Conference with Real Property Negotiators (Pursuant to Government Code section 54956.8):

Property: 525 Hans Ave. (Bubb ES); 1701 Rock St. (Crittenden MS); 115 West Dana St. (Landels ES); 253 Martens Ave. (Huff ES); 1175 Castro St. (Graham MS); 505 Escuela Ave. (Castro/Mistal ES); 460 Thompson Ave. (Monta Loma ES); 750 San Pierre Way (Stevenson ES); 1625 San Luis Ave. (Theuerkauf ES); 220 N. Whisman Rd. (Vargas ES); 333 Eunice Ave. (Cooper site); 220 North Whisman Rd. (former Slater site); 310 Easy St. (former Whisman site)

Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff Suarez & Henderson

Negotiating Parties: City of Mountain View

Under Negotiation: Price and terms of payment related to Joint Use Agreement

A. Conference with Legal Counsel – Anticipated litigation pursuant to Government Code § 54956.9(d)(4): 1 case

III. RECONVENE OPEN SESSION

The meeting was reconvened at 1 p.m. Trustees President Conley reported that no action was taken in Closed Session.

IV. CONSENT AGENDA

The following items will be handled with one action; however, any item may be removed from consideration by individual Board Members or the Superintendent.

A motion was made by Ellen Wheeler and seconded by Laura Blakely to approve all items on the Consent Agenda, as presented.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

A. Contracts

1. Contracts

V. REVIEW AND ACTION

A. CSBA Delegate Assembly Run-off Election: Region 20 (5 minutes)

A motion was made by Ellen Wheeler and seconded by Christopher Chiang to vote for Van Le (Eastside Union HSD) and Bridget Watson (Sunnyvale SD) for the California School Boards Association Delegate Assembly (Region 20).

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

B. Distance Learning School 2021-2022 (30 minutes)

A motion was made by Ellen Wheeler and seconded by Laura Blakely to discontinue the Distance Learning School.

Ayes: Berman, Blakely, Chiang, Conley, Wheeler

Dr. Rudolph shared a review and update of the Distance Learning School 2021-2022 presentation with the Board of Trustees.

To move forward, the following parameters would be important moving forward:

- combination classes at all grade levels
- option to change to in-person; compact and combo classes will be needed
- grade-level math classes would be required for all students in middle school

VI. REVIEW AND DISCUSSION

A. Learning Recovery Plan of Action (30 minutes)

Dr. Rudolph presented the Board of Trustees with an update to the Learning Recovery Plan of Action. Areas of focus, engagement process and next steps were discussed.

The following member of the public addressed the Board of Trustees:

- Steven Nelson

VII. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

May 6, 2021

May 20, 2021

June 3, 2021

June 17, 2021

VIII. ADJOURNMENT (12:30 p.m.)

The meeting was adjourned at 1:24 p.m.

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**

The open session will be video recorded and live streamed on the District's website (www.mwvsd.org).

2. **CELL PHONES:**

As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**

Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**

The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 1400 Montecito Avenue during normal business hours.

Los documentos que se les proveen a la mayoria de los miembros de la Mesa Directiva sobre los temas en la sesion abierta de este orden del dia estaran disponibles para la inspeccion publica en la Oficina del Distrito, localizada en el 1400 Montecito Avenue durante las horas de oficinas regulares.

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: Remote Meeting Notice

Agenda Item Title: Remote Meeting

Estimated Time:

Person Responsible:

Background:

Dial in Phone Number: (669) 900 6833 (San Jose)

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Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: Conference with Real Property Negotiators (Pursuant to Government Code section 54956.8):

Agenda Item Title: CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Pursuant To Government Code section 54956.8):

Estimated Time:

Person Responsible: Dr. Rudolph, Superintendent; Dr. Westover, Chief Business Officer

Background:

Property: 325 Gladys Avenue, Mountain View, California

Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff Suarez & Henderson

Negotiating Parties: Google, Inc.

Under Negotiation: Price and terms of payment related to Joint Use Agreement

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: Conference with Real Property Negotiators (Pursuant to Government Code section 54956.8):

Agenda Item Title: Conference with Real Property Negotiators (Pursuant to Government Code section 54956.8):

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Property: 525 Hans Ave. (Bubb ES); 1701 Rock St. (Crittenden MS); 115 West Dana St. (Landels ES); 253 Martens Ave. (Huff ES); 1175 Castro St. (Graham MS); 505 Escuela Ave. (Castro/Mistal ES); 460 Thompson Ave. (Monta Loma ES); 750 San Pierre Way (Stevenson ES); 1625 San Luis Ave. (Theuerkauf ES); 220 N. Whisman Rd. (Vargas ES); 333 Eunice Ave. (Cooper site); 220 North Whisman Rd. (former Slater site); 310 Easy St. (former Whisman site)

Agency Negotiator: Ayindé Rudolph, Superintendent; Rebecca Westover, CBO; Phil Henderson, Orbach Huff Suarez & Henderson

Negotiating Parties: City of Mountain View

Under Negotiation: Price and terms of payment related to Joint Use Agreement

Fiscal Implication:

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: Contracts

Agenda Item Title: Contracts

Estimated Time:

Person Responsible: Rebecca Westover, Ed. D., Chief Business Officer

Background:

On November 19, 2015, the District's Governing Board approved Resolution No. 1580.11/15 delegating authority to award contracts to the District's Superintendent, Chief Business Officer, Associate Superintendent(s), and Assistant Superintendent(s) pursuant to Education Code sections 17604 and 17605.

All contracts approved by those authorized to do so pursuant to that delegation authority are to be submitted to the District's Governing Board for ratification. Contracts that do not, however, involve an expenditure in excess of the bid limits specified in Public Contract Code section 20111 need only be reviewed by the District's Governing Board every 60 days. The applicable bid limits are \$15,000 for construction contracts and \$96,700 in 2021 (adjusted annually) for the purchase of equipment, materials, supplies, non-construction services, or repairs including maintenance.

Presented for ratification are the following contract(s):

1. County of Santa Clara School Linked Services - Prevention and Early Intervention and SLS school based behavioral health services for fiscal year 2022. \$199,523

Presented for review are the following contract(s):

1. Jim Wiltens - Provide student leadership program for 3rd and 4th graders at Landles School. Four sessions beginning on April 27, 2021 through May 18, 2021. \$1200
2. Santa Cruz/Silicon Valley New Teacher Project - SC/SVNTP will partner with the District in conducting Induction programs for General Education and Education Specialist teachers that meet all State requirements for State approved Induction Programs for the 2021-2022 school year. \$62,000
3. Seismic Software, Inc. - Annual licensing fees for district digital records platform beginning March, 26, 2021 through March 25, 2024. \$22,744.85
4. Shutterfly Lifetouch, LLC - Provide photography services for students and staff district wide for 2021 -2022 school year. No Cost to MVWSD
5. Silicon Valley Education Foundation - Elevate virtual summer math program for incoming 3rd-8th graders. \$48,000

Fiscal Implication:

See background for details.

Recommended Action:

It is recommended that the Board of Trustees ratify or review the contracts as presented.

ATTACHMENTS:

Description	Type	Upload Date
County of Santa Clara School Linked Services - MVWSD 2021-2022	Backup Material	4/7/2021
Jim Wiltens PSA- Landels	Backup Material	4/13/2021
SCSVNTP MOU 21-22	Backup Material	3/29/2021
Seismic Software, Inc. - Service Agreement	Backup Material	4/7/2021
Shutterfly Lifetouch LLC - Service Agreement 2021-2022	Backup Material	4/7/2021
SVEF - Elevate Summer Math Program - MOU 2021	Backup Material	4/7/2021

COUNTY OF SANTA CLARA – AMENDMENT TO SERVICE AGREEMENT

This is an amendment to an existing Agreement

Purchase Order Number:	4400007740	Amendment Number:	2	Effective Date (Will be the date executed by Authorized County Representative):	
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Maximum Financial Obligation (Prior to this Amendment):	\$ 399,044.00	Amended Maximum Financial Obligation (If dollar amount is changing):	\$ 598,567.00
Current Agreement End Date:	06/30/2021	New Agreement End Date:	06/30/2022

For County Use Only – SAP

	Account Assignment	Plant Number	General Ledger (Expense Code)	Cost Center (Dept Code)	Amount	WBS (Capital Project Code)	Internal Order (“PCA” code – optional)
Line 1	H	0415	5255100	4383	\$199,523	FY22 Services	
Line 2	Select...						
Line 3	Select...						
Line 4	Select...						
Line 5	Select...						

Parties to Agreement

Legal notices and invoices pertaining to this Agreement shall be sent to the appropriate contact person listed below. Notices shall be in writing and served either by personal delivery or sent by certified or registered mail, postage prepaid, addressed as follows. Notice shall be deemed effective on the date that the notice is personally delivered or, if mailed, three (3) days after deposit in the mail. Either party may designate a different person and/or address for the receipt of notices by sending written notice to the other party, which shall not require an amendment to this Agreement.

Contractor

Contractor Name (As Displayed In SAP):	Mountain View Whisman School District
Contact Person:	Cathy Baur
Street Address *:	1400 Montecito Avenue
City, State, Zip *:	Mountain View, CA 94043
Telephone Number *:	(650) 526-3500
Email Address *:	cbaur@mvwsd.org
SCC Vendor Number (As Assigned In SAP):	1007141

* To be completed for Independent Contractors Only – DO NOT COMPLETE FOR DEPENDENT CONTRACTORS

COUNTY OF SANTA CLARA – AMENDMENT TO SERVICE AGREEMENT
This is an amendment to an existing Agreement

County of Santa Clara

Agency / Department:	Behavioral Health Services Department	Department Number: 0415
Program Manager or Contract Monitor Name:	Guadalupe Ramirez	
Street Address:	725 E. Santa Clara St.	
City, State, Zip:	San Jose, CA 95112	
Telephone Number:	(408) 299-7949	
Fiscal Contact (Accounts Payable Contact):	Angeleah Macatiag (669) 235-2152	
Contract Preparer:	Jason Truchon (669) 235-2111	

Signatures

Amendment is not valid until signed by Contractor, County Counsel and the County Authorized Representative. The Agreement as amended constitutes the entire agreement of the parties concerning the subject matter herein and supersedes all prior oral and written agreements, representations and understandings concerning such subject matter. By signing below, signatory warrants and represents that he/she executed this Amendment in his/her authorized capacity, that he/she has the authority to bind the entity listed below to contractual obligations and that by his/her signature on this Amendment, the entity on behalf of which he/she acted, executed this Amendment.

Agency/Department Manager:		Date:	
Agency/Department Fiscal Officer:		Date:	
County Counsel Approval as to Form and Legality: <i>(Signature required on all contracts before execution by Contractor or County Authorized Representative)</i>		Date:	
Contractor:		Date:	
County Authorized Representative: <i>(Procurement Department; President, Board of Supervisors; or Delegated Authority)</i>		Date:	
Office of the County Executive: <i>(Signature required when Board approved contract by a Delegation of Authority)</i>		Date:	
Signed and certified that a copy of this document has been delivered by electronic or other means to the President, Board of Supervisors.	Attest: Megan Doyle Clerk of the Board of Supervisors <i>(Signature required when Board approved contract)</i>	Date:	

COUNTY OF SANTA CLARA – AMENDMENT TO SERVICE AGREEMENT
This is an amendment to an existing agreement

Reason(s) for Amending the Service Agreement

✓ Amend Term of Agreement

The Behavioral Health Services Department (BHSD) continues to require its partnership with Mountain View Whisman School District (District) in supervising a Service Coordinator to provide services in line with the School Linked Services (SLS). Please extend term through June 30, 2022.

Or see Attachment _____ as incorporated by this reference

✓ Amend Contract Specifics

Note: A new Agreement should be created if the Scope of Services is significantly modified or expanded.

Or see Attachment A2 as incorporated by this reference

Amend Maximum Financial Obligation

A.	Maximum Financial Obligation prior to this Amendment: (Same as on page 1)	\$ 399,044.00
B.	Amount of increase or decrease: (Explain below)	\$ 199,523.00
C.	Revised Maximum Financial Obligation: (A +/- B will equal C)	\$ 598,567.00

Explanation of increase / decrease (include new payment terms if applicable):

Increase in funding for FY22. Please refer to Exhibit B2 (FY22) as incorporated by this reference.

Or see Attachment _____ as incorporated by this reference

COUNTY OF SANTA CLARA – AMENDMENT TO SERVICE AGREEMENT
This is an amendment to an existing agreement

Amend Standard Provisions

Or see Attachment _____ as incorporated by this reference
 Or Section VI. Standard Provisions is replaced in its entirety by Attachment _____

Other (please explain below)

Or see Attachment _____ as incorporated by this reference

Contract History

Total financial obligation from prior fiscal year(s):	\$ 399,044.00 (FY20-21)
Financial obligation in current fiscal year:	\$ 199,523.00 (FY22)
Cumulative total of all agreements with this Contractor within Budget Unit for same type of services (including this amendment):	\$ 598,567.00 (FY20-22)

Insurance

✓	Insurance does not require changes
	Insurance Exhibit is replaced by Exhibit B _____ attached and incorporated by this reference.

SECTION V: CONTRACT SPECIFICS

A. SCHOOL-LINKED SERVICES (SLS) DESCRIPTION

1. Funded by the County of Santa Clara (“County”), the Mental Health Services Act (MHSA) and school districts, the School-Linked Services (SLS) Initiative includes service coordination and school-based behavioral health services through programs such as Family Engagement, Prevention and Early Intervention (PEI), SLS Behavioral Health (SLS BH), and other programs funded by the state in schools throughout the County. Through these programs, schools become a place where youth and their families can find a network of support and services.
2. The SLS Initiative aims to:
 - a. Provide culturally competent, coordinated services that meet the students’ needs with an emphasis on prevention and early intervention;
 - b. Build stronger relationships between parents or caregivers and teachers and schools;
 - c. Foster a positive school climate and culture; and
 - d. Make schools into community hubs and build local services and supports; and using data to facilitate and inform services, track results, and improve interventions.
3. SLS Family Engagement Program
 - a. SLS is a partnership with school districts to comprehensively integrate and streamline coordinated services for students and families. SLS encompasses service coordination through the SLS Initiative, PEI services, and SLS Behavioral Health (SLS BH) services. Services are conducted through a community participatory approach, through which partnerships between schools, public agencies, and community organizations are developed in the County.
 - b. The SLS Initiative includes the following four (4) SLS Essential Elements:
 - i. Service Coordination;
 - ii. Family Engagement;
 - iii. Campus Collaborative (CC); and
 - iv. Co-investment.
4. School-Based Behavioral Health Programs, if applicable:
 - a. The PEI program provides prevention and early intervention services to prevent or intervene early in the development of emotional and behavioral problems in children who may be experiencing symptoms ranging from behavioral/emotional distress to depression and anxiety caused by trauma or other risk factors. PEI provides outcome-based parenting strategies, mental health promotion and outreach services, classroom-wide social skills training, family workshops, and short-term therapy services in the school setting.
 - b. The SLS BH program provides longer term mental health treatment services, including access to child psychiatry services, if needed. Services are provided primarily in the school setting, although may be accessed at clinic, home, and community agencies as necessary and as needed by the clients served. Services are individualized and tailored to the needs of the youth based upon age, developmental functioning level, and history of trauma, cultural values, family environment and physical health. The SLS BH Program serves students who have mental health diagnoses, while the PEI Program serves students with lower acuity diagnoses, no diagnoses, and/or provides preventative services.

B. SERVICE DESCRIPTION

1. This Agreement pertains to a collaborative endeavor between the County of Santa Clara Behavioral Health Services Department (BHSD) and Mountain View Whisman School District (“Contractor”) to conduct the SLS services.
2. The SLS Initiative Essential Elements shall be conducted through partnership and communication across the school-level and/or district-level leadership teams (e.g., Multi-Tiered System of Supports [MTSS] or other school-based leadership teams) in order for the school administrators, teachers, staff, families, students, and SLS Coordinators to understand the purpose of SLS and how it is fully integrated with existing service delivery processes.
3. The SLS Family Engagement Program shall be fully integrated with the existing service delivery system at the school district (e.g., embedded within the Department of Student Services), and streamlined with existing initiatives and programs (e.g., MTSS and Positive Behavioral Interventions and Supports [PBIS]) to effectively coordinate services.
4. An SLS Integrated Implementation Plan shall be developed by the school districts in partnership with the BHSD to comprehensively delineate how SLS shall be fully integrated with existing systems.
5. Contractor shall serve all school sites within district. SLS Coordinators shall be assigned to a specific quadrant and provide family engagement activities and service coordination to programs, services, and activities for students and their families.
6. SLS BH and PEI shall be provided through existing BHSD contracts with community-based organizations, at designated schools agreed upon by the BHSD and the school district.

C. DELIVERABLES

1. The County’s responsibilities under the Agreement include, but are not limited to, the following:
 - a. Meet quarterly with Contractor to review Agreement deliverables and collaboratively assess the progress of the program to determine if any changes are necessary for implementation and quality improvement in the upcoming fiscal year. When Contractor’s program operation falls below the standard stated in the Agreement, a progression of steps shall be implemented to assist in resolving the issue(s). These steps include the following:
 - i. The BHSD Program Monitor shall send a letter alerting Contractor that the program is operating below Agreement standards listing some possible corrective measures;
 - ii. The BHSD Program Monitor shall schedule a meeting with Contractor to develop and put into action a Corrective Plan of Action;
 - iii. A formal group meeting shall be convened between the County representatives and Contractor to determine next steps to assist Contractor on meeting contractual commitments; and
 - iv. Recurring compliance issues with Contractor that remain unresolved during the fiscal year may be referred by the BHSD Program Monitor to the BHSD’s Compliance and Privacy Manager for further review and possible actions.
 - b. Determine if Agreement shall be renewed for an additional Fiscal Year.
 - c. The County’s responsibilities for the SLS Initiative include the following:
 - i. Provide program oversight for the SLS Initiative.
 - ii. Facilitate relationship between Contractor and its SLS service providers.

- iii. Monitor the SLS Initiative and communicate information to SLS service providers and Contractor about program process and outcome measures.
 - iv. Determine adjustments and modifications to the SLS Initiative in conjunction with Contractor.
 - d. The County's responsibilities for SLS BH and PEI services include the following:
 - i. Work with community organizations providing SLS BH to maintain a service delivery plan that does not disrupt the Contractor's agreements with other organizations or student services with these providers.
 - ii. Communicate to community organizations providing SLS BH the clearance and fingerprinting requirements of the school district, which shall include the following:
 - (a) Community organization's employee who does not meet the clearance and fingerprinting requirements shall not provide services for SLS BH and PEI programs.
 - (b) Community organizations shall provide certification that employees working with students have passed criminal record background checks with the Department of Justice and the Federal Bureau of Investigations (FBI).
 - (c) As required by California State law, an individual who has been convicted of serious and/or violent crime is precluded from employment or volunteer service in California's public schools.
 - (d) An individual who is awaiting trial for serious and/or violent crimes is also precluded from rendering service in California public schools until the matter has been legally concluded.
2. Contractor's responsibilities under the Agreement shall include, but are not limited to, the following:
- a. SLS Initiative
 - i. Attend provider and school district meetings on a monthly to quarterly basis.
 - ii. Attend stakeholder meetings.
 - b. Family Engagement Program
 - i. SLS Coordinator(s) shall be trained in the areas such as service coordination, early childhood development, trauma informed care, etc.
 - ii. Collect and submit data to the County on a quarterly basis.
 - iii. SLS Coordinator(s), in partnership with school- and district-level staff, shall fully integrate SLS with existing systems within the school district and, if applicable, any Feeder Model sites to accomplish the following:
 - (a) Community Partnership and Service Coordination
 - (b) Facilitating a minimum of one Family Engagement workshop per quarter
 - (c) Facilitating a minimum of one Campus Collaborative (CC) meeting per quarter
 - c. Contractor shall hire and supervise SLS Coordinator(s), according to the SLS Integrated Implementation Plan developed by the school districts and the BHSD. The SLS Integrated Implementation Plan shall be completed or revised, if plan is already in existence, before the start of the academic year. Contractor shall:
 - i. Incorporate the SLS Initiative into existing referral system.
 - ii. Assume responsibility for all costs associated with hiring, onboarding, training, and expenses acquired to maintain personnel licenses current.

- iii. Ensure that Contractor's staff who generate referrals are available for the County's information sessions regarding the SLS Initiative.
- iv. Ensure that supplemental information associated with data outcomes and referral are generated.
- v. If applicable, support Feeder Model goals and outcomes
- d. School-Based Behavioral Health Services
 - i. Provide onsite space as available at designated schools for SLS Providers to meet with students for confidential behavioral health services. If space is not available onsite, Contractor acknowledges that services may be provided in the home, in the community, or may not be available.
- e. Collect the consent form for the release of student information for students participating in the SLS BH and SLS-PEI programs from the SLS Provider.
 - i. Following receipt of appropriate consent from parents/guardians, provide the BHSD and SLS service providers the following data for students participating in SBBH programs, including, but not limited to:
 - (a) Student's class attendance (e.g., information regarding absences, late arrivals, etc.);
 - (b) Student's grades or equivalent (e.g., academic progress reports);
 - (c) Office referrals for disciplinary issues or classroom management problems;
 - (d) Indicators of increased parent engagement; and
 - (e) Indicators of increased access to services.
 - ii. Assist with outreach (e.g., inclusion of notices about parenting classes in newsletters) and engagement of parents.
 - iii. Build and maintain strong collaboration and communication with school administrators, program directors, service providers, families, community organizations, and other stakeholders.
 - iv. Serve as primary liaison - through effective communication and partnership - between the BHSD, schools/districts, and community organizations to support the needs of students and their families through activities such as educational events, consultations, and coordination of resources.
 - v. Develop and integrate the SLS Initiative's infrastructure for service referrals and coordination within existing service delivery systems. This includes coordinating and helping school and district leadership teams on how to better align, streamline, and deliver coordinated services to students and families.
 - vi. Through an integrated system at the school and/or the district level, provide comprehensive service coordination, including triaging and needs assessment, service planning, referral, and monitoring for students and their families so that they are linked to the appropriate services by utilizing a variety of engagement strategies, including individual and family meetings and home visits.
 - vii. Develop and maintain service inventory (e.g., services provided at school sites) to assist students and families with linkage to community resources.
 - viii. If applicable, develop a referral system with a Family Resource Center (FRC) in the local area, as available, to refer families for support. Offer and refer families to the FRC for family services and support (e.g., for families with children between ages 0-5, SLS

Coordinator may refer the families to the FRC for the Universal Developmental Screening).

- ix. Follow school district protocol and procedure to address crisis situations and assist in connecting students to appropriate services.
3. Family Engagement at Designated School Sites
 - a. Plan family engagement events, workshops, and projects (activity/activities) prior or at the beginning of the school year.
 - b. SLS Coordinators to check if activity was previously approved.
 - i. If activity has not been approved prior and/or activity is requiring family engagement funds, SLS Coordinator shall submit a request for approval to the BHSD Program Monitor.
 - c. Plan, implement, and evaluate family engagement events, workshops, and projects at designated schools that are in alignment with the SLS goals and outcomes. Family engagement plans shall be based on the needs of each school and informed by input from students, families, and the CC members; and
 - d. SLS Coordinator shall partner with the CC members to conduct program needs assessment and implement family engagement programs. SLS Coordinators shall delegate tasks and responsibilities among the CC members.
 4. CC at Designated School Sites
 - a. Develop, manage, and facilitate monthly CC, or similar groups, to actively engage school personnel, students, family members, caregivers, service providers, community members, and stakeholders.
 - b. During the CC, gather input from group members to inform the SLS plans (e.g., implementation) of family engagement programs.
 - c. Assist in addressing school climate and support training needs of teachers and school staff in the areas of school climate, safety, and health.
 5. SLS BH and PEI
 - a. Contractor shall facilitate the completion and submission of referrals for behavioral health services to the SLS Providers. This may include utilizing an SLS Coordinator or other school staff to triage and send referrals to the SLS Provider.
 - b. Contractor shall communicate with SLS Providers regarding challenges the student is having that are applicable to the student's behavioral health treatment, whenever possible.
 - c. Contractor shall ensure that caregiver(s)' permission is received prior to giving the SLS Provider the family's contact and referral information.
 - d. Contractor shall work collaboratively with the BHSD and SLS Providers on developing outreach strategies and coordinating services.
 - e. Contractor shall support communication for the SLS Provider with key support people in the student's life, whenever possible, such as teachers.

D. PROGRAM OUTCOMES AND PERFORMANCE STANDARDS

1. SLS Initiative Goals and Outcomes
 - a. The County's SLS program is funded by the MHSA. Contractor shall implement the SLS in accordance with California Code of Regulations (CCR) Title 9, Division 1, Chapter 14, Article 6.

- b. Equitable opportunities within schools and communities for students to have universal access to mental health services.
- 2. Family Engagement Program
 - a. By serving the needs of the child and family through coordinated, integrated approaches on school campuses, SLS shall create equitable opportunities within schools and communities.
 - b. Provide students and families' early prevention services.
 - c. Support student engagement and success inside and outside the classroom.
 - d. Support student's mental health outcomes within our schools.
- 3. School-Based Behavioral Health Program
 - a. Outcomes include the following but are not limited to:
 - i. Increase family access to community resources and services.
 - ii. Improve families' knowledge and behaviors related to school support, health, and well-being.
 - (a) Following SLS service coordination, family engagement, and/or workshop/series, families shall report:
 - (i) Gained knowledge about behaviors that support their child/family and increase well-being;
 - (ii) Improved family relationships;
 - (iii) Increased their connectedness with school; and
 - (iv) Participated in at least one of the indicated school-based activities.
 - iii. Improve student academic outcomes, health, and well-being.
 - (a) Students receiving strategic or intensive family engagement support and referrals (Tier 2 or 3 of MTSS) have improved or remained stable in one or more of the following:
 - (i) Academic;
 - (ii) Attendance;
 - (iii) Behavior; and
 - (iv) Social-emotional well-being.
 - iv. Improve school climate and school-family-community partnership.
 - (a) Members of the CC and school administrators shall report:
 - (i) Improvement in school environment;
 - (ii) SLS contributed to school climate and partnerships.
 - (b) Families shall report:
 - (i) Ability to connect and engage with the school community;
 - (ii) SLS' positive contribution to sense of connection and engagement with the school community.
 - v. The County shall work with Contractor to collect data demonstrating the achievement of the following outcomes. School and student-level data may be collected relative to the following outcomes; however, student-level data provided to the County shall be de-identified and County's reports on outcomes shall only contain aggregated data.
 - b. The County's Providers of SLS BH and PEI seek to help achieve the following goals:
 - i. Reduction of stigma and discrimination;
 - ii. Reduction of disparities in access to mental health services;
 - iii. Reduction of psycho-social impact of trauma;

- iv. Prevention and early intervention of at-risk children, youth, and young adult populations experiencing onset of serious psychiatric illness;
 - v. Reduction and prevention of suicide risk;
 - vi. Increase of student attendance in school;
 - vii. Increase of social and emotional competency in youth;
 - viii. Increase of parent engagement with school personnel;
 - ix. Engage underserved children, youth, and families who have not benefited from traditional outpatient mental health services due to complex risk factors including substance use, community violence, interpersonal family violence, general neglect, and exposure to trauma;
 - x. Increase school engagement, attendance, and achievement;
 - xi. Prevent/decrease juvenile justice involvement;
 - xii. Prevent/decrease child welfare involvement;
 - xiii. Increase positive family engagement in and experience of care; and
 - xiv. Increase and strengthen natural support systems for children, youth, and families.
4. Measurement Method
- a. Contractor shall provide data for program evaluation including but not limited to:
 - i. Student data collected after the end of each quarter including demographics, service coordination (e.g., number of referrals, referral type, referral status, etc.), family engagement (e.g., number, type, and names of family engagement programs, etc.), and academic-related data (e.g., attendance, student achievement, etc.).
 - ii. Narrative report collected after the end of each quarter including observations, successes, areas of strength, challenges, and success stories.
 - iii. Service inventory information collected annually after the end of the first quarter.
 - iv. Contact information, such as email address and/or phone number of parents or caregivers for the purposes of quality improvement by collecting satisfaction surveys.
 - b. Contractor shall provide data related to the goals and outcomes listed above for outcome measurements. Methods for data collection may include, but shall not be limited to, the following:
 - i. Service Link Application in DataZone;
 - ii. SLS Excel Data Collection Tool (provided by the BHSD Program Monitor);
 - iii. Data exported from student information system that includes all indicators required by SLS data collection; and
 - iv. Word document for narrative report (provided by the BHSD Program Monitor)
 - c. Prior to submitting data, Contractor must ensure:
 - i. Data is de-identified;
 - ii. Data entry is complete and all required indicators are collected for each entry; and
 - iii. SLS Coordinator reviews data before submission.
 - d. Contractor shall support the BHSD with collecting data on Contractor and client satisfaction by disseminating surveys (e.g., SLS Caregiver Follow Up Survey and SLS Superintendent and Supervisor Survey) to program participants at frequency determined by the BHSD.
5. Other data collection tools may be implemented as needed to support SLS data and evaluation and continuous quality improvement.

6. Contractor agrees to abide by all federal and state laws governing the confidentiality of health and mental health records including, but not limited to, the Health Insurance Portability and Accountability Act (HIPAA), 45 C.F.R. parts 160 and 164, and implementing regulations, Health Information Technology for Economic and Clinical Health (HITECH) Act, Title XIII of Division A and Title IV of Division B of the American Recovery and Reinvestment Act of 2009 (ARRA), Pub. L. No. 111-5 (Feb. 17, 2009), California Welfare & Institutions Code section 5328 et seq., California Civil code section 56.10, et seq., and California Evidence Code section 1010 et seq.
7. Contractor shall maintain all records related to services provided pursuant to this Agreement as required by federal, state, or local law and regulations, and at a minimum for the duration of this Agreement through the applicable retentions period. Contractor understands and agrees that the County has the right to audit the foregoing records and shall supply copies of any records related to this Agreement and shall provide copies of the records to the County, at Contractor's expense. Contractor shall provide any copies requested by the County within ten (10) business days.
8. Contractor agrees that the County is providing funding for non-religious purposes and funding may only be used for such purposes. Contractor is prohibited from providing or failing to provide agreed-upon services under this agreement based upon religious affiliation.
9. Contractor shall provide confidential information regarding students and students' families to the County and to service providers through the referral process described in this Agreement.
 - a. Students and families participating in the program may also authorize the County or service providers to share certain information regarding their participation in the program with Contractor.
 - b. Contractor agrees to treat all such information as confidential and must use all necessary care to maintain such information in confidence and for use only for the purposes contemplated in this Agreement.
 - c. Contractor may not release any of the aforementioned information to any entity or party other than the County or its designated service providers without the express written consent of the appropriate County manager or as may be required by law.
 - i. Should the Contractor receive a subpoena, court order, or other legal document requiring release of the information, or is informed that such a document is being requested, Contractor must immediately give notice to the appropriate County manager in order to permit the County to seek a protective order or other similar order.
10. Other Requirements:
 - a. Contractor shall align with the SLS Initiative's aim to improve the coordination, design, and implementation of multi-agency services provided to students in County schools, so that services are accessible, effective, and responsive to students' and families' needs.

E. FAMILY ENGAGEMENT SLS CORDINATOR QUALIFICATIONS

1. Contractor shall hire SLS Coordinators with the following preferred qualifications:
 - a. Education: B.A. or B.S. Degree in social work, counseling, or health related fields;
 - b. A minimum of two (2) years working with children or adolescents;
 - c. Experience working effectively with a multi-cultural community, and with service agencies and organizations; and
 - d. Experience working in a school-based or community-based program is preferred.

2. Contractor shall give preference to candidates for the SLS Coordinator positions with the following qualifications:
 - a. Knowledge of and experience in behavioral management and strategies;
 - b. Knowledge of and experience in computer applications (e.g., Word, Excel, PowerPoint, and Outlook);
 - c. Knowledge of and experience in computer software (e.g., Windows and Acrobat, and a working knowledge of data entry);
 - d. Ability to gather, maintain, analyze, and interpret large scale assessment and program evaluation data;
 - e. Ability to communicate effectively in both oral and written forms;
 - f. Ability to follow and understand oral and written instructions and pay close attention to details;
 - g. Ability to organize work, set priorities, meet deadlines, follow up on assignments, and perform multiple tasks with accuracy;
 - h. Ability to access bio-psycho-socio-economic factors affecting individuals and families interpret rules and regulation relating to public social services and resources for children and families;
 - i. Knowledge and ability to support families under distress and emotional turmoil; and
 - j. Ability to manage caseload in a timely manner while navigating other program responsibilities.
3. Contractor shall require SLS Coordinators to obtain the following clearances before working with students:
 - a. Tuberculosis Clearance;
 - b. Fingerprint/Criminal Justice Clearance; and
 - c. Other clearances, as required by the school district.
4. Contractor's employees shall in no way be deemed employees of the County or other service providers. All service providers and their agents are independent contractors and are not the agent or employee of either the County or Contractor.

F. PAYMENT SCHEDULE

1. Contractor shall allocate and spend funds according to the Fiscal Year budget provided by the BHSD.
2. Contractor shall provide a match for one Feeder School Coordinator according to the Fiscal Year budget provided by the BHSD.
3. Contractor shall provide a match for family engagement/service coordination at district level according to the Fiscal Year budget provided by the BHSD.
4. Contractor shall provide a match for family engagement at feeder schools according to the Fiscal Year budget provided by the BHSD.
5. Contractor shall submit monthly invoices to the BHSD Program Monitor for costs incurred under this Agreement.
 - a. District employees with benefits: If an SLS Coordinator is a district staff member, the position may be salaried.
 - b. Contracted positions: If an SLS Coordinator is a contracted staff, the BHSD funding should be used to reimburse for only times worked and not for vacation or sick leave. The school

- district is responsible for developing the hourly wage amount and maximum hours per year for the contracted staff, based on the approved funding amount. The SLS Coordinator should be paid the set hourly wage amount for the times worked for each pay period.
- c. Contractor shall invoice for services within two (2) months of completion of events, programs, and workshops.
 - d. Contractor shall invoice for purchases within one (1) month.
6. Format of invoices shall comply with the Children, Youth, and Families Division's Cost Reimbursement Invoice (provided by the BHSD). Contractor's invoices shall include the following:
 - a. Contractor's name and address, date, invoice number, total invoice amount, invoice date, invoice period being billed, prior drawdowns, current balance, current drawdown, and available balance;
 - b. Description of the services/deliverable and total hours of services rendered; and
 - c. Invoices, receipts, and supporting documents.
 7. Contractor's invoices shall not exceed any of the designated totals as outlined in this Agreement.
 8. Contractor shall be reimbursed upon receipt of a complete and approved invoice within forty-five (45) days.
 9. Contractor shall provide the BHSD with contact information of the fiscal representative responsible for submitting invoices.
 10. Contractor shall provide a monthly invoice.
 11. Contractor shall return all purchased electronics (e.g., Chromebooks, iPads, Laptops) and supplies (e.g., translation headset, laminator) at the completion of the Agreement.

Exhibit B2 (FY22)

SANTA CLARA VALLEY HEALTH & HOSPITAL SYSTEM, DEPARTMENT OF BEHAVIORAL HEALTH SERVICES

AGENCY NAME: Mountain View Whisman School District
 PROGRAM NAME: School Linked Services Coordinator
 DIVISION: Children, Youth & Family System of Care
 SUBDIVISION: PEI-P2, (SLS) Initiative

PO NUMBER: TBD
 Cost Center: 4383
 START DATE: July 1, 2021
 END DATE: June 30, 2022

PERSONNEL COSTS

Budget Items	FY2022	Total
<u>FTE</u> <u>Classification</u>	<u>Budget</u>	<u>Budget</u>
0.55 SLS Coordinator	\$29,229	\$29,229
0.55 SLS Coordinator	\$29,229	\$29,229
0.65 SLS Coordinator	\$34,543	\$34,543
Subtotal Salaries	\$93,001	\$93,001
Subtotal Personnel Costs	\$93,001	\$93,001

NON-PERSONNEL COSTS

Budget Items	FY2022	Total
<u>Other Operation Costs</u>	<u>Budget</u>	<u>Budget</u>
Family Engagement/Service Coordination	\$47,000	\$47,000
Training & Travel	\$2,174	\$2,174
Food/Childcare	\$3,000	\$3,000
Feeder Model: Family Engagement	\$47,000	\$47,000
Feeder Model: Training & Travel	\$4,348	\$4,348
Feeder Model: Food/Childcare	\$3,000	\$3,000
Subtotal Operations Costs	\$106,522	\$106,522
Subtotal Non-Personnel Costs	\$106,522	\$106,522
TOTAL PERSONNEL/NON-PERSONAL COSTS	\$199,523	\$199,523

REVENUE SOURCES

<u>Revenue Sources</u>	<u>Budget</u>	<u>Cost Center</u>	<u> </u>
PEI-P2, (SLS) Initiative	\$199,523	4383	100.00%
Total Revenue	\$199,523		

FY22: School District will match for one Feeder School Coordinator.
 School District will provide a match (\$50k) for family engagement/service coordination at district level.
 School District will provide a match (\$50k) for family engagement at feeder schools.

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
(Non-construction Related)

THIS AGREEMENT is made and entered into on APRIL, 2021 ("Agreement"),
by and between and Mountain View Whisman School District ("District") and JIM WILTENS
("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. Services. The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and
advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and
experienced and competent to perform the special services required. The Contractor warrants that it is specially trained, licensed and experienced and competent to
perform the Services. [] As indicated in Exhibit "A" or [X] as follows:

Beginning Leadership Mini-Series 1, a four-part program for Lendels'
3 4th-grade classes. Dates: Tuesdays, April 27, May 4, 11, 18, 2021.
Time: 10:35 AM - 2:15 PM (each class is 45 minutes).

2. Price & Payment. The Contractor shall furnish the Services to the District for the following compensation:

- [X] Contractor is providing services for a total flat fee of: \$ 1,200.00 ; or
[] Contractor will provide a maximum number of hours of service at a rate of \$ _____
per hour for a total not to exceed \$ _____ ; or
[] Other: _____

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must
approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was
provided to, period of service, number of hours of service, brief description of services provided)

3. Agreement Time. The Services shall commence on April 27, 2021 and
shall be completed by May 18, 2021. ("Agreement Time")

4. Submittal of Documents. The Contractor shall not commence the Services under this Agreement until the Contractor has
submitted the following documents as indicated below (Check all that are required):

Table with 3 columns: [X] Signed Agreement, [X] Insurance Certificates & Endorsements, [X] W-9 Form

5. Notice. Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and
either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the
business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District
1400 Montecito Ave,
Mountain View, CA 94043
Attn: Chief Business Officer

Contractor: Deer Crossing Press
Jim Wiltens
690 Emerald Hill Rd, Redwood City, CA 94061
Attn: Ellen McNeil

6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

[TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: Heidi Galassi INITIAL HERE: [Signature]

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

Providing the District of a copy of TB clearance or statement of TB clearance.

Waiver of TB Screening. Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: [Signature] (Contractor initials). INITIAL HERE: [Signature] (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	\$1,000,000
Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: [Signature] (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.

2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

4. **Standard of Care.**

4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.

4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.

5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or

in part from any other source, except that submitted to Contractor by District as a basis for such services.

6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

7. **Termination.**

7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. material violation of this Agreement by the Contractor; or

7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the

District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are

actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

19. **Disputes:** In the event of a dispute between the parties as to

performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Integration/Entire Agreement of Parties.** This Agreement constitutes 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 both Parties.

22. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.*, of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

28. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

- Individual
- Sole Proprietorship
- Partnership
- Limited Partnership
- Corporation
- Limited Liability Company
- Other: _____

Employer Identification and/or Social Security Number: 555-82-4851

NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Dept/Site Budget Program Coding

Program Code(s): 010-1100-0-5830-00-1110-1000-000000-005-0100

Project Approvals Required Prior to Contract Start Date

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: <u>DEER CROSSING PRESS/JIM WILTENS</u>
Dated: <u>4.7.</u> , 20 <u>21</u>	Dated: <u>April 7</u> , 20 <u>21</u>
Signature: <u>[Handwritten Signature]</u>	Signature: <u>[Handwritten Signature]</u>
Print Name: <u>Heidi Galassi</u>	Print Name: <u>JIM WILTENS</u>
Print Title: <u>principal</u>	Print Title: <u>OWNER</u>

APPROVAL	
Authorized Signer (if not above)	Superintendent/Designee
Dated: _____, 20____	Dated: _____, 20____
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

Board of Trustees Action (District Office Use Only)			
Board of Trustees Meeting Date: _____	For Contract:	Review	Ratification

Santa Cruz/Silicon Valley New Teacher Project and Mountain View Whisman School District

MEMORANDUM OF UNDERSTANDING

July 2021 - June 2022

This is a Memorandum of Understanding (MOU) between the Santa Cruz/Silicon Valley New Teacher Project (SC/SVNTP), a California state approved Induction Program, and its Local Education Authority the Santa Cruz County Office of Education (SCCOE) and the Mountain View Whisman School District (District), in partnership to carry out Teacher Induction. The purpose of this MOU is to establish a formal working relationship between the SC/SVNTP and District and to set forth the operative conditions that will govern this partnership.

The goal of this partnership is to increase student achievement through the implementation of a quality research based, accredited Teacher Induction program, while nurturing the growth and development of teachers holding a preliminary credential (participating teachers) in the District in a sustained and systematic manner. In order to do so, the SC/SVNTP will partner with District in conducting Induction programs for General Education and Education Specialist teachers that meet all state requirements for state approved Induction Programs, set forth by SB2042, the Common Standards and the California Induction Preconditions and Program Standards (see Appendix A-) and integrates the program design outlined in this MOU.

THE SANTA CRUZ/SILICON VALLEY NEW TEACHER PROJECT AGREES TO:

1. Program Leadership and Administration:

- Complete state and local accreditation processes, presentations and written reports.
- Communicate with the California Commission on Teacher Credentialing, California Department of Education and other state-level stakeholders.
- Verify Induction eligibility for all newly-enrolled teachers.
- Notify Santa Cruz County Office of Education Human Resources Department when teachers complete the SC/SVNTP Induction program.
 - SCCOE Human Resources will recommend teachers who complete Induction **AND** any additional requirements listed under their preliminary for their CLEAR credential.
- Develop and maintain online learning environments and tools, including the use of Torsh/Talent, a **secure password protected video platform for observation and feedback**, needed for mentor and participating teacher success in the Induction program.
- Hire and supervise contract mentors as needed and able, to ensure access to Induction for eligible new teachers.
- Implement accounting and reimbursement for monthly mentor mileage in accordance with Santa Cruz County Office of Education business policies.
- Implement accounting and reimbursement for up to one day of release time for **year one participating teachers** to observe teacher colleagues each school year.

2. **Mentoring Model**: Provide a two-year, individualized, job-embedded Induction program to support first and second year General Education and Education Specialist teachers (Induction Precondition 1, see Appendix A); an Early Completion Option (ECO) for “experienced and exceptional candidates who meet the program’s established criteria” (Induction Precondition 6. See Appendix A);

3. **Mentor Selection and Assignment**: Assist District in the recruitment and selection of

highly-qualified mentors and develop mentor skills in order to maintain program quality.

4. **Mentor Professional Development:** Enhance mentor development by providing ongoing mentor training and coaching that is aligned with state Induction Standards. Activities will include initial Mentor Academies, regular forums and mentor observation/coaching. Materials, resources, and technology necessary to support these activities will be provided with the exception of computers and cell phones.
 - Design mentoring activities that are congruent with the California Standards for the Teaching Profession (CSTP) and the *Continuum of Teaching Practice* and engage in ongoing formative assessment of participating teacher development which includes:
 - Regularly co-assess on *Continuum of Teaching Practice* to develop and implement an *Individual Learning Plan (ILP)* to guide the participating teacher’s Induction experience (See Appendix A for Induction Preconditions 4, 5 and Standards 2, 3).
 - Collaborate on Induction processes (a set of flexible tools used to support the implementation of the ILP) throughout the year.
 - Review teacher progress in the CSTP at mid-year and end-of-the-year and provide targeted, goal specific feedback.
5. **Collaborative Partnership:**
 - Consult with District in reviewing its needs and resources as they relate to new teacher Induction and support coordination with other complementary district initiatives (e.g. Instructional Coaching, Extending supports to pre-preliminary and veteran teachers; CSTP focus areas).
 - Facilitate a network of support for partner district representatives focused on teacher Induction including hosting quarterly Steering Committee meetings, an annual Fall Breakfast and an annual Spring Visit with each district.
 - Facilitate program evaluation activities in order to inform the partnership including conducting a voluntary mid-year survey and a required annual induction survey of participating teachers, mentors, and site administrators.
6. **Provide materials and information** to guide District leadership to support Induction policies and processes for Participating Teachers (e.g. SC/SVNTP website (www.scscvntp.com), enrollment processes, and support with credentialing).

THE DISTRICT AGREES TO:

1. **Mentoring Model:** Implement a full-release support provider model, or an SC/SVNTP-approved adaptation of the model, that meets District and SC/SVNTP goals for the participating teachers, incorporating all the necessary support and resources to ensure that participating teachers have every opportunity to successfully complete the Induction program in order to receive their Clear Professional Credential.
2. **Mentor Selection and Assignment:** Create a cadre of experienced mentors based on a ratio of **no more than** one mentor to a total of 18 teachers. These mentors will possess a high level of training and leadership ability and will contribute to the District as instructional leaders. Selection criteria for mentors should include the following minimum qualifications:
 - Knowledgeable of the context and/or the content area of the participating teacher’s assignment:
 - It is preferred that mentors have the same credential authorization as the participating

teachers with whom they are matched.

- Demonstrate commitment to professional learning and collaboration
 - Possess a current California Clear Teaching Credential
 - Have the ability, willingness, and flexibility to meet participating teachers' needs for support
 - Have a minimum of five years of effective teaching experience
3. **Teacher Enrollment:** Enroll all eligible teachers in the SC/SVNTP Induction program and work with SC/SVNTP leadership to assign a grade and/or content-matched mentor within 30 days of hire (Induction Precondition 2, see Appendix A). The SC/SVNTP enrollment period concludes October 1st.
- When an enrolled teacher will be out for more than four (4) weeks in a given semester, that semester of support can not be used towards Induction. If a participating teacher must leave their assignment, either for an extended leave or permanently, SC/SVNTP must be notified and an SC/SVNTP Exit Form completed. The district will be prorated for the withdrawn teacher's support.
4. **Implementation:** Ensure full cooperation and participation of its staff in program activities to:
- Require all mentors to attend all mentor academies and mentor forums. On the rare occasion that a mentor must miss a forum, the expectation is that the mentor will contact the SC/SVNTP Director in advance and request permission.
 - Provide individualized mentor support for each participating teacher “an average of not less than one hour per week” (Induction Precondition 3, see Appendix A).
 - Support a systematic and job-embedded Induction experience by collaboratively developing a new teacher Individual Learning Plan (ILP) with the participating teacher in consultation with the site administrator “within 60 days of enrollment in the program” (Induction Precondition 4, see Appendix A).
 - Ensure that the ILP is “designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes” (Induction Precondition 5, see Appendix A).
 - Oversee and regularly evaluate District-based mentors by District supervisor(s).
 - Designate a Steering Committee representative and an alternate to attend quarterly meetings throughout the year. Support Steering Committee representatives with sharing pertinent information with District decision-makers in a strategic manner.
5. **Financial Considerations:** Take budgetary and organizational action to ensure that Induction is available to all eligible teachers.

FEE STRUCTURE

1. **In-House Mentors:** If providing own mentor(s), the District will contribute \$2,000 per participating teacher.
2. **Contract Mentors:** If requiring services of an SC/SVNTP contract mentor, the District will contribute \$5,200 per participating teacher.
3. District will be invoiced by SC/SVNTP in February each year based on number of participating teachers enrolled. Payment should then be directed to the Santa Cruz County Office of Education.

PROPRIETARY MATERIALS

All materials to be provided to District under this agreement as part of SC/SVNTP professional development are the intellectual property of SC/SVNTP. Partner districts may use any materials for the purpose of professional learning within their District with appropriate attribution to the SC/SVNTP. District may not use materials for commercial purposes or share with others beyond the SC/SVNTP except with express written permission from SC/SVNTP leadership.

Mentor Standards to be provided to District under this agreement that was created by New Teacher Center are managed by New Teacher Center. The licensing terms of the materials provided are contained within Appendix B, attached herein, are incorporated by reference.

Hold Harmless: Both parties agree to indemnify, defend, and save harmless the other from any and all claims and losses resulting from the action of either organization's employees or agents for any activity undertaken in this contract.

No Warranties: The Materials and Services are provided to District on an "as is" basis. SC/SVNTP makes no representations or warranties of any kind, whether oral or written, whether express, implied, or arising by statute, custom, course of dealing or trade usage, with respect to Materials, Services, or any other items provided under or matters contemplated by this Agreement.

Liability: In no event will the total aggregate liability of SC/SVNTP to District or of any person arising out of or relating to this agreement exceed the total amounts paid to SC/SVNTP under this Agreement in the twelve (12) months prior to the event or circumstances giving rise to such liability.

Termination:

- In the event that either party breaches the provisions of this agreement and/or does not fulfill the terms of this agreement in a timely manner, and fails to cure said breach within thirty (30) days of receipt of notice, the other party may terminate this agreement without further notice.
- In the event that either party determines this agreement is no longer to be bound by the terms, termination may be made with a 30-day prior notice to the date of termination.

SIGNATURES OF AGREEMENT:

Cathy Baur, District Assistant Superintendent, Educational Services

Date

Dr. Faris Sabbah, Santa Cruz County Superintendent of Schools

Date

Liann Reyes, Deputy Superintendent, Business, Santa Cruz COE

Date

Melissa Roberts, Senior Director, SC/SVNTP

Date

Candace McIsaac, Director, SC/SVNTP (Silicon Valley)

Date

Preconditions for General Education Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the *California Standards for the Teaching Profession*. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the roadmap for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills

- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate’s successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor’s verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program’s design. The Induction program’s recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

Appendix B: New Teacher Center Proprietary Materials of Mentor Standards

1. Trademarks

Mentor Standards may bear NTC's trademarks, trade names, logos and other proprietary notices (the "NTC Marks"). NTC grants to District a limited, non-exclusive, non-transferable license, with no right to sublicense, to display the NTC Marks on District's websites and on internal materials relating to NTC services. District will comply with trademark usage guidelines as may be included in the SOW or separately provided by NTC to District. Any goodwill generated through use of the NTC Marks is owned by and will inure to the benefit of NTC.

2. Ownership of Materials and NTC Marks

NTC retains and will own all right, title and interest in and to all Materials and NTC Marks. District acknowledges that the Services and Materials provided under this Agreement are proprietary to NTC and that no Materials will be deemed a work for hire. If at any time District acquires any rights, title or interest in the intellectual property rights relating to the Materials or NTC Marks, District (i) irrevocably assigns to NTC all rights, title, and interest worldwide in such intellectual property rights; (ii) grants to NTC an irrevocable, exclusive, royalty-free, perpetual, and worldwide license to any rights in intellectual property that cannot be assigned to NTC, and (iii) waives enforcement against NTC of any rights in the intellectual property that cannot be assigned or licensed to NTC. District will execute such documents, render such assistance, and take such other action as NTC may reasonably request, at NTC's expense, to apply for, register, perfect, confirm and protect NTC's rights to all intellectual property rights relating to the Materials and NTC Marks.



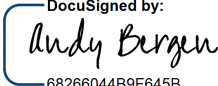
**Seismic Software, Inc.
SERVICE SCHEDULE**

This Service Schedule ("**Service Schedule**") dated March 26, 2021 between Seismic Software, Inc. ("**Seismic**"), as successor in interest to The SAVO Group, Ltd. ("**SAVO**") and Mountain View Whisman School District ("**Customer**") is incorporated into and made a part of the Application Service Agreement entered into by SAVO and Customer on or about (the "**Agreement**") March 26 2021 . Capitalized terms used but not defined below have the meaning stated in the Agreement.

Service Effective Date	March 26, 2021 (3 year term) ending March 25, 2024
Term	Three (3) years from the Service Effective Date (the "Term"). Customer has the option to exit this agreement annually at the end of each yearly term so long as the customer provides 30 days written notice asking for termination of service. The Annual Subscription Fees will increase by 5% annually upon the beginning of each year of the Term and each year of the Renewal Term.
Application Services	<input checked="" type="checkbox"/> KnowledgeTree Launchpad On-Premise Edition: 500 End Users
Annual Subscription Fees	During the Term, the Annual Subscription Fees shall be \$7,337.05 The Annual Subscription Fees will be paid annually beginning on the Service Effective Date set forth above. The amounts included herein do not include any taxes that may apply. Any such taxes are the responsibility of the Customer
Additional Terms & Conditions	<ul style="list-style-type: none"> • Support and Updates End of Life <ul style="list-style-type: none"> ○ Customer has been granted an on-premises license to use the Application Services. As such, Customer is authorized to continue to use the Application Services throughout the Term and any applicable Renewal Term(s); provided, however, that upon April 1, 2021 all support and updates for the Application Services shall cease. ○ Customer hereby acknowledges and agrees that effective April 1, 2021 Seismic will no longer be required to provide any form of support or updates for the Application Services other than key enablement. Key enablement must be requested by Customer no less than 30 days before the end of the then current term via Seismic Support. (support@seismic.com)

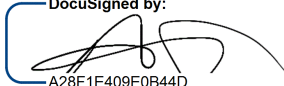
THIS SERVICE SCHEDULE IS NOT EFFECTIVE UNTIL SIGNED ON BEHALF OF BOTH PARTIES BY AN AUTHORIZED REPRESENTATIVE OF EACH. THIS SERVICE SCHEDULE IS VALID IF EXECUTED ON OR BEFORE March 30, 2020.

Seismic Software, Inc.

By: 
 Name: Andy Bergen
 Title: Chief Customer Officer

3/27/2021

Mountain View Whisman School District

By: 
 Name: Ayindé Rudolph
 Title: Superintendent

3/26/2021



Service Agreement

Mariano Castro Elementary School

Lifetouch ID: 8805
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Mariano Castro Elementary School
 500 Toft St
 Mountain View, CA 94041

Main Phone: 650-526-3590
 Enrollment: 311
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	09/07/2021		7:00 AM	8:00 AM	2:30 PM	311	IND: MUR room GRP: Grass area outside MUR
Fall Individual - Retake (Fall Individuals)	10/18/2021		7:00 AM	8:00 AM	12:00 PM	30	MUR
Spring Individual - Original (Spring Individuals)	03/31/2022		7:00 AM	8:00 AM	12:00 PM	311	Cafeteria

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Elizabeth Llamas

Other Services

- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo Directory
- Photo Directory
- Photo ID Laminated Vertical - Punched
- Class Picture Service
- Principal Album - Hard Cover Binder
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%

Spring Individual

Percent of Total Revenue

15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3590	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3590	mayala@mvwsd.org

Agreement Terms

During the Agreement Term, Shutterfly Lifetouch, LLC. is designated as the Account's exclusive professional photographer and authorized hereby (i) to photograph all students and staff who participate in "Picture Day" events and (ii) to produce and deliver photographs for the programs identified above. The Account is solely responsible for obtaining any parental consents necessary and/or for enabling parents to opt out of participation in Picture Day activities or inclusion in class photographs or yearbooks (as the case may be). In exchange for the services, the Account will allow access to students, staff and use of Account property and information for Account-authorized purposes, including Picture Day administration, fulfillment and distribution of deliverables to the Account, delivery of Picture Day notices, and to provide parents of students photographed opportunities to purchase individual and class pictures and yearbooks as applicable. Lifetouch will not disclose confidential information provided by the Account (the Account Data) or use it for any purpose except to fulfill the services requested to be performed by Lifetouch. The school remains in control of the Account Data at all times, and Lifetouch will retain the Account Data only as necessary to fulfill its obligations under this Agreement.

The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:

8165211A44BD4D2...

4/1/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Benjamin Bubb Elementary School

Lifetouch ID: 8801
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Benjamin Bubb Elementary School
 525 Hans Ave
 Mountain View, CA 94040

Main Phone: 650-526-3480
 Enrollment: 380
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)			6:30 AM	7:30 AM	2:30 PM	380	MUR
Fall Individual - Retake (Fall Individuals)			7:00 AM	8:00 AM	12:00 PM	40	MUR
Spring Individual - Original (Spring Individuals)			7:00 AM	8:00 AM	2:30 PM	380	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Wendy Van Gaasbeck

Other Services

- Class Picture Service
- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3480	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3480	mayala@mvwsd.org

Agreement Terms

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The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:

8165211A44BD4D2...

4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Crittenden Middle School

Lifetouch ID: 8916
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Crittenden Middle School
 1701 Rock St
 Mountain View, CA 94043

Main Phone: 650-903-6945
 Enrollment: 592
 Grades: 6 - 8

Summary of Programs Provided

- Fall Individuals Yearbook Groups Commencements Service
- Spring Individuals Prestige Seniors Prom/Dance Other/Misc
- Underclass Grads Sports Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Spring Individual - Original (Spring Individuals)			8:30 AM	9:30 AM	3:00 PM	590	GYM
Fall Individual - Original (Fall Individuals)			9:00 AM	10:00 AM	3:00 PM	592	GYM Wrestling Room
Fall Individual - Retake (Fall Individuals)			10:00 AM	11:00 AM	1:30 PM	50	GYM
Group - Original (Panoramic Groups)			9:15 AM	10:15 AM	11:00 AM	200	GYM Bleachers
Sports - Original (Sports)							
Yearbook - Original							

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Gabriela Cardiel

Other Services

- I-Depot IDs
- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Spring Individual	Percent of Total Revenue	15%
Fall Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-903-6945	rwestover@mvsd.org
Coco Ayala	Administrative Assistant		650-903-6945	mayala@mvsd.org

Agreement Terms

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4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Frank L. Huff Elementary School

Lifetouch ID: 125039
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Frank L. Huff Elementary School
 253 Martens Ave
 Mountain View, CA 94040

Main Phone: 650-526-3490
 Enrollment: 560
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Retake (Fall Individuals)	10/25/2021		7:15 AM	8:15 AM	12:00 PM	46	MUR
Fall Individual - Original (Fall Individuals)	09/13/2021		6:30 AM	7:30 AM	2:45 PM	460	GRPS: Outside near Play Structure, IND: MUR
Spring Individual - Original (Spring Individuals)	03/28/2022		7:15 AM	8:15 AM	2:30 PM	460	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Yearbook Provider:
- Parent Notify
- Storefront
- Storefront Contact:
- Lifetouch Portal
- Lifetouch Portal Contact: Marily Hernandez

Other Services

- Color Portrait Strip
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Class Picture Service
- Principal Album - Hard Cover Binder
- Photo Directory
- Digital Media Download - Medium Res - Yearbook
- Photo Directory
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer		650-526-3490	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3490	mayala@mvwsd.org

Agreement Terms

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4/1/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Graham Middle School

Lifetouch ID: 8803
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Graham Middle School
 1175 Castro St
 Mountain View, CA 94040

Main Phone: 650-526-3570
 Enrollment: 850
 Grades: 6 - 8

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)			6:45 AM	7:45 AM	2:45 PM	850	Weight Room
Fall Individual - Retake (Fall Individuals)			10:30 AM	11:30 AM	3:00 PM	85	MUR
Group - Original (Panoramic Groups)			10:00 AM	11:00 AM	12:00 PM	300	Field
Spring Individual - Original (Spring Individuals)			7:00 AM	8:00 AM	2:45 PM	850	MUR
Yearbook - Original							
Sports - Original							

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Parent Notify
- Storefront
- Lifetouch Portal

Yearbook Provider:

Storefront Contact:

Lifetouch Portal Contact: Judy Crates

Other Services

- Color Portrait Strip
- I-Depot IDs
- Digital Media Download - Medium Res - Yearbook
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3570	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3570	mayala@mvwsd.org

Agreement Terms

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Signatures

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4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Edith Landels Elementary School

Lifetouch ID: 8802
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Edith Landels Elementary School
 115 W Dana St
 Mountain View, CA 94041

Main Phone: 650-526-3520
 Enrollment: 410
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	09/28/2021		7:15 AM	8:15 AM	2:30 PM	410	IND: MUR GRPS: Outside
Fall Individual - Retake (Fall Individuals)	11/09/2021		7:30 AM	8:30 AM	12:00 PM	40	MUR
Spring Individual - Original (Spring Individuals)	04/01/2022		7:15 AM	8:15 AM	2:30 PM	410	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Heidi Galassi

Other Services

- Color Portrait Strip
- Class Picture Service
- Principal Album - Hard Cover Binder
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3520	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3520	mayala@mvwsd.org

Agreement Terms

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Signatures

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8165211A44BD4D2...

4/2/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Gabriela Mistral Elementary School

Lifetouch ID: 474004
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Gabriela Mistral Elementary School
 505 Escuela Ave
 Mountain View, CA 94040

Main Phone: 650-526-3575
 Enrollment: 348
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	09/03/2021		7:15 AM	8:15 AM	2:00 PM	348	IND: MUR GRPS: Outside
Fall Individual - Retake (Fall Individuals)	10/18/2021		7:45 AM	8:45 AM	12:00 PM	35	Cafeteria
Spring Individual - Original (Spring Individuals)	04/08/2022		7:45 AM	8:45 AM	2:00 PM	348	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Yearbook Provider:
- Parent Notify
- Storefront
- Storefront Contact:
- Lifetouch Portal
- Lifetouch Portal Contact: Daena Viramontes

Other Services

- Color Portrait Strip
- Photo ID Laminated Vertical - Punched
- Digital Media Download - Medium Res - Yearbook
- Class Picture Service
- Principal Album - Hard Cover Binder
- Color Portrait Strip
- Photo ID Laminated Vertical - Punched
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3575	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3575	mayala@mvwsd.org

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Signatures

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4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Monta Loma Elementary School

Lifetouch ID: 8917
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Monta Loma Elementary School
 460 Thompson Ave
 Mountain View, CA 94043

Main Phone: 650-903-6915
 Enrollment: 274
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)			7:00 AM	8:00 AM	2:15 PM	274	IND: MUR stage GRPS: Courtyard
Fall Individual - Original (Fall Individuals)			7:30 AM	8:30 AM	12:00 PM	30	MUR back stage
Spring Individual - Original (Spring Individuals)			7:45 AM	8:45 AM	1:00 PM	274	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Brenda Aguirre Cortez

Other Services

- Name On Cards
- Group Cards
- Class Picture Service
- Principal Album - Hard Cover Binder
- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%

Spring Individual

Percent of Total Revenue

15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-903-6915	rwestover@mwbsd.org
Coco Ayala	Administrative Assistant		650-903-6915	mayala@mwbsd.org

Agreement Terms

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4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Stevenson Elementary School

Lifetouch ID: 424163
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Stevenson Elementary School
 750 San Pierre Way
 Mountain View, CA 94043

Main Phone: 650-903-6950
 Enrollment: 434
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	09/13/2021		7:00 AM	8:00 AM	2:30 PM	434	
Fall Individual - Retake (Fall Individuals)	10/27/2021		7:30 AM	8:30 AM	12:30 PM	45	MUR
Spring Individual - Original (Spring Individuals)	03/22/2022		7:00 AM	8:00 AM	2:30 PM	434	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Rayland Asuncion

Other Services

- Class Picture Service
- Principal Album - Hard Cover Binder
- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Vertical - Punched
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%
Spring Individual	Percent of Total Revenue	15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-903-6950	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant	School Support Staff	650-903-6950	mayala@mvwsd.org

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4/1/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Theuerkauf Elementary School

Lifetouch ID: 8918
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Theuerkauf Elementary School
 1625 San Luis Ave
 Mountain View, CA 94043

Main Phone: 650-903-6925
 Enrollment: 295
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)	09/02/2021		7:15 AM	8:15 AM	2:30 PM	295	IND: Room 26 GRPS- Outside courtyard on grass
Fall Individual - Retake (Fall Individuals)	10/18/2021		7:30 AM	8:30 AM	12:00 PM	30	Library
Spring Individual - Original (Spring Individuals)	04/12/2022		7:45 AM	8:45 AM	2:30 PM	295	MUR

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD
- Yearbook Provider:
- Parent Notify
- Storefront Contact:
- Storefront
- Lifetouch Portal Contact: Mary Colon
- Lifetouch Portal

Other Services

- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Photo Directory
- Photo Directory
- Class Picture Service
- Principal Album - Hard Cover Binder

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%

Spring Individual

Percent of Total Revenue

15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-903-6925	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-903-6925	mayala@mvwsd.org

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4/1/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



Service Agreement

Jose Antonio Vargas Elementary School

Lifetouch ID: 8804
 Account Representative Email: jkaeding@lifetouch.com

School Year(s): 2021-2022
 Contract Length: 1

Account Information

Jose Antonio Vargas Elementary School
 220 N Whisman Road
 Mountain View, CA 94043

Main Phone: 650-526-3530
 Enrollment: 306
 Grades: K - 5

Summary of Programs Provided

- Fall Individuals
- Yearbook
- Groups
- Commencements
- Service
- Spring Individuals
- Prestige Seniors
- Prom/Dance
- Other/Misc
- Underclass Grads
- Sports
- Special Events

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individual - Original (Fall Individuals)			7:00 AM	8:00 AM	2:30 PM	306	IND: MUR GRPS: Outside
Fall Individual - Retake (Fall Individuals)			6:45 AM	7:45 AM	12:00 PM	32	MUR stage
Spring Individual - Original (Spring Individuals)			7:00 AM	8:00 AM	2:30 PM	306	MUR stage

*Proposed details or TBD if blank

Account Services

- Yearbook - Media CD/DMD Yearbook Provider:
- Parent Notify
- Storefront Storefront Contact:
- Lifetouch Portal Lifetouch Portal Contact: Evelyn Antunez

Other Services

- Group Cards
- Name On Cards
- Class Picture Service
- Principal Album - Hard Cover Binder
- Color Portrait Strip
- Digital Media Download - Medium Res - Yearbook
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Horizontal/Vertical - No Punch
- Photo ID Laminated Vertical - Punched
- Photo Directory
- Photo Directory

Additional Details

Program Type:	Incentive Method:	Description
Fall Individual	Percent of Total Revenue	15%

Spring Individual

Percent of Total Revenue

15%

Contact information

Contact Name	Title	Role	Phone	Email
Rebecca Westover	Chief Financial Officer	Primary Contact	650-526-3530	rwestover@mvwsd.org
Coco Ayala	Administrative Assistant		650-526-3530	mayala@mvwsd.org

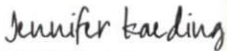
Agreement Terms

During the Agreement Term, Shutterfly Lifetouch, LLC. is designated as the Account's exclusive professional photographer and authorized hereby (i) to photograph all students and staff who participate in "Picture Day" events and (ii) to produce and deliver photographs for the programs identified above. The Account is solely responsible for obtaining any parental consents necessary and/or for enabling parents to opt out of participation in Picture Day activities or inclusion in class photographs or yearbooks (as the case may be). In exchange for the services, the Account will allow access to students, staff and use of Account property and information for Account-authorized purposes, including Picture Day administration, fulfillment and distribution of deliverables to the Account, delivery of Picture Day notices, and to provide parents of students photographed opportunities to purchase individual and class pictures and yearbooks as applicable. Lifetouch will not disclose confidential information provided by the Account (the Account Data) or use it for any purpose except to fulfill the services requested to be performed by Lifetouch. The school remains in control of the Account Data at all times, and Lifetouch will retain the Account Data only as necessary to fulfill its obligations under this Agreement.

The terms of this Agreement are not subject to change or cancellation by either party during the Agreement Term except by written consent of both the Account and Lifetouch.

Signatures

DocuSigned by:



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4/6/2021

Jennifer Kaeding

Sales Professional

Rebecca Westover

Chief Financial Officer



MEMORANDUM OF UNDERSTANDING

Silicon Valley Education Foundation and Mountain View Whisman School District Elevate [Math]

This Memorandum of Understanding (MOU) serves as a facilitating document establishing an agreement between **Silicon Valley Education Foundation (SVEF)**, located at 1400 Parkmoor Avenue, Suite 200, San José, CA and **Mountain View Whisman School District** located at 1400 Montecito Ave., Mountain View, CA 94043 to implement SVEF's Elevate [Math] (Elevate [Math] from *February 25- October 1, 2021*)

All of the provisions of this MOU and any attached documents, project proposals, and/or addenda are subject to mutual agreement of the parties, and to review by the School District Superintendent, and when necessary, the School District's Board of Trustees. Parties to this MOU have the right to terminate this MOU and any addenda by informing the other party in writing three (3) months prior to the date on which termination will become effective.

Elevate [Math] Program Description:

The Elevate [Math] program is designed for incoming 3rd–10th grade students whose test scores (as measured by Smarter Balanced Assessment Consortium (SBAC) or other objective measures) indicate they are nearly meeting their grade-level standards. The Programs frontload supplemental accelerated instruction in math readiness, so that students are able to successfully complete their next level math course.

Details of Elevate [Math] program can be found in Addendum I to this MOU.

Collaborative Successful Partnership Proposed Roles and Responsibilities:

SVEF agrees to:

- Provide the curriculum and professional development resources for effective implementation of the curriculum specifically aligned and designed to meet grade-level Common Core State Standards (CCSS).
- Market the Program(s) to foundations, corporations, businesses, and individuals in an effort to obtain partial funding for the Programs.

- Provide financial contributions as outlined in the “Class Agreement Breakdown” table on page 4 of this MOU. School District will pay for programs prior to the start of the Elevate [Math] Programs.
- Provide project management staffing to assist as needed with the following:
 - o student recruitment;
 - o teacher recruitment;
 - o setting meetings;
 - o tracking execution of the Programs; and
 - o handling financials.
- Assist districts with TB and fingerprinting logistics of volunteers. School District may elect to have SVEF assume the responsibility of fingerprinting and paying teachers.
- Recruit and train college mentors to enhance college curriculum and to provide inspiration and encouragement to students to aspire to attend college.
- Organize the pre- and post-assessments and surveys, prepare reports on the Programs, track overall student achievement gains, and gather student efficacy survey results to share with the School District and funders.
- Collect student emergency contact information and provide safety guidelines for the classroom and online environment.
- Provide access to required online tools.
- Work with the School District to develop a school year follow up and ongoing summer interventions in order to maintain student achievement gains and motivation for preparing for college.
- Recruit and train corporate volunteers to enrich the classroom experience and provide STEM or Career Inspiration Workshops.
- Organize a College Day experience for high school students only (E[M] 9-10+).
- Work with teachers to organize and promote End of Program celebrations for each class.
- Host site visits to provide donors and/or partners the opportunity to observe an Elevate [Math] classroom session. Visits may include student and staff photo releases.

School District agrees to:

- Appoint a School District representative to serve as the primary liaison for SVEF, with whom Program coordination can be managed—including student/teacher recruitment and logistics of the Programs. The School District representative agrees to respond to requests for information, feedback, and other communications in a timely manner.

- The School District agrees to use the enrollment form created by SVEF and will scan any completed forms to elevate@svef.com. If the School District elects to use its own enrollment form, the School District will be responsible for manually entering the hardcopy forms into Elevate [Math]'s online enrollment system. SVEF will not accept scanned forms that do not use the SVEF enrollment template.
- Communicate the policy/procedures for handling student behavior and absence during the summer Programs. The School District will provide SVEF the name of the person responsible.
- If in person, provide basic classroom facilities as outlined in Addendum II to this MOU.
- Provide the financial contribution to the Programs as outlined on page 4 of this MOU unless the class is canceled for reasons beyond the School District's control.
- Appoint a School District representative to serve as the data liaison to SVEF who will provide required data in a timely manner as outlined in Addendum V, VI and VII to this MOU.
- Assist in recruitment of teachers for their Program sites. Teachers may be paid through SVEF contract (simplifying the role of the School District) or through traditional School District processes. The preference will be outlined on page 4 of this MOU.
- Provide TB verification and proof of sexual harassment training for your district recruited teachers. (Human Resources)
- Assist in finding substitutes if SVEF is unable to provide cover.
 - o SVEF will pay substitute if SVEF is the teacher's paying agent.
 - o School District will pay substitute if School District is the teacher's paying agent.
- Ensure that all teachers participate in the curriculum and professional development training and Professional Learning Communities (PLCs). Teachers' pay will be deducted for missed professional development or PLCs.
- Assist in recruitment of full classes of students to participate in the Programs.
- Support the administration of assessment to Elevate [Math] students and all pre/post surveys.
- Work with SVEF to develop school year follow up and ongoing summer interventions in order to maintain student achievement gains and motivation for preparing for college. SVEF collects placement and success data on all alumni students from third grade through completion of high school.
- Commit to placing students who have successfully completed Elevate [Math] into the appropriate grade-level course for the following school year.
- Identify a representative from the School District's IT department to support the Programs' connection to the internet and ensure that computers/devices are provided for each student to

use during the Programs. This includes whitelisting and access to Youtube.com, Desmos, Google Classroom, Zoom, Nearpod etc. SVEF will provide the full list. Agree to use SVEF's Zoom account or a district provided Google Meets account.

- Allow SVEF to host visits by donors and/or partners with the purpose of observing an Elevate classroom session and/or presenting a hands-on STEM Workshop.

Class Agreement Breakdown:

	# of Classes	Total Cost (\$16,000 per class)	District Contribution
Elevate [Math] 3	1	\$16,000	\$8,000
Elevate [Math] 4	1	\$16,000	\$8,000
Elevate [Math] 5	1	\$16,000	\$8,000
Elevate [Math] 6	1	\$16,000	\$8,000
Elevate [Math] 7	1	\$16,000	\$8,000
Elevate [Math] 8	1	\$16,000	\$8,000
Elevate [Math] 9			
Elevate [Math] 10+			
Total	6	\$96,000	\$48,000

SVEF will be responsible for paying teachers and fingerprinting

District will be responsible for paying teachers and fingerprinting and...

will or **will not invoice SVEF for payment of teacher**

(SVEF will only reimburse up to \$5700/ES or MS teacher or \$7200/HS teacher)

Please provide a contact with whom to follow up with any billing questions.

Finance contact: Name Long Ngo Email Ingo@mvwsd.org

[Signature Page Follows]

District Superintendent or Designee Signature:

Only the authorized agents or their offices listed below may make changes to this MOU and any future addenda, provided, however, that both parties mutually agree upon such changes in writing.

X _____
Superintendent or Designee Signature

Date

Cathy Baur

District Data Personnel Signature:

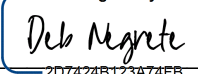
By signing below, I acknowledge that I have read and understand the data exchange timeline and requirements and agree to meet the deadlines as outlined in Addendum VI and VII to this MOU or otherwise communicated by the VP of Elevate, Elevate Director or Elevate Program managers.

X _____
Data Personnel Signature*

Date

Printed Name

SVEF Signature:

DocuSigned by:
X 
2D7424B123A74FB...

4/2/2021

Date

Deb Negrete
VP of Elevate Programs, Silicon Valley Education Foundation

ADDENDA**Addendum I: Program Components**

	Elevate [Math] 3-5	Elevate [Math] 6-8	Elevate [Math] 9-10
Grades	Rising 3rd-5th	Rising 6th-8th	Rising 9th-11th
Length	75 hours	75 hours	125 hours
Curriculum	Elevate [Math] (math and literacy)	Elevate [Math]	Elevate [Math]
Teacher PD	24 hours PD 6 hours PLC Coaching	24 hours PD 6 hours PLC Coaching	24 hours PD 6 hours PLC Coaching
Classroom Mentor	College Mentor (1:3)	College Mentor (1:3)	College Mentor (1:3)
College Awareness	-UC Berkeley College Curriculum	-UC Berkeley College Curriculum	-UC Berkeley College Curriculum -College Day Event
Growth Mindset	19 day curriculum	19 day curriculum	24 day curriculum
STEM/Career Awareness	-STEM Inspiration Workshop	-Career Inspiration Workshop -STEM Activity	-Career Inspiration Workshop -STEM Activity
End of Program	Celebration Party	Celebration Party	Celebration Party

Addendum II: Facilities and Support for the Elevate [Math] Programs

If in person, School District agrees to provide the location and facilities for the Programs, including:

- Classroom setting for teachers to conduct instruction to students, such that adequate space is allocated for class size of up to twenty (20) students for E[M] 3-5 and thirty-five (35) students for E[M] 6-10+.
- A teacher-preparation and small tutoring space (could be a classroom).
- Access to computers and internet to support an entire class at one time.
- An outdoor space for students to have physical exercise and to mingle during breaks.
- Access for teachers to printers and photocopiers, including teachers who do not work in the School District during the school year.

If remote, The school District agrees to ensure every student and teacher has Internet and access to a device capable of running Zoom and another program.

If in person, The School District agrees to provide access to the following classroom equipment:

- Class Set of mini-whiteboards *or* plastic sheet protectors filled white copy paper
 - *Note:* If unable to provide either option, teacher can utilize clear plastic cover of the Elevate [Math] notebook
- Class Set of dry erase markers and erasers
- Class Set of iPads/Chromebooks/laptops, with access to the following domains:
 - YouTube, Google Classroom, Kahoot!, Desmos, Padlet (for Growth Mindset and College Information curricula**)
- Manipulatives (cm cubes, double-sided counters, etc)
- General Classroom Supplies, including:
 - Markers, pencils
 - Calculators, Rulers, scissors
 - Whiteout, blue tape, glue sticks
 - Paper clips, post-its
- Projector and/or Document Camera
- The following types of paper:
 - Colored Xerox paper (for small posters)
 - Construction paper (for larger posters)
 - Butcher paper
 - Patty paper (*8th grade only*)
- It is highly recommended that districts provide out-of-district teachers and all College Mentors with a temporary district email/Google account. This enables teachers and students to access a shared Google Classroom. If districts are unable to do so, Elevate [Math] will create an @elevatemath.com domain that must be whitelisted by the district for use by students and the teacher.

SVEF agrees to provide the following classroom materials:

- A Gift Card provided to each teacher for extra supplies (including, but not limited to, snacks & incentives) and in-lieu of pizza party reimbursement
- Flip chart paper (1 per class) if in person
- Program materials, including:
 - Elevate [Math] Curriculum
 - Pre- and post survey and assessments
 - Core FALs and card sorts
 - College Readiness Curriculum
- Elevate [Math] student swag and materials, including, but not limited to:
 - Elevate [Math] Notebooks
- Grade-specific program handouts for parents
- End of program certificates

Addendum III: Guidelines for Teacher Selection; Responsibilities

School District may request SVEF contract teachers directly and facilitate payment for service. School District may select credentialed teachers appropriate for the Programs and who support Program goals. The teachers should have strong math experience for the grade they will be teaching that summer. Teachers should complete SVEF's pre- and post-Program surveys to provide feedback in support of Program development.

If the School District cannot provide internal district teachers by February 28, 2021, SVEF will work with School District to interview and hire teacher(s) from outside the School District.

Addendum IV: SVEF Professional Development

All teachers participating in the Elevate [Math] will be required to participate in:

- professional development;
- PLCs (except Elevate [Math] Plus);
- Elevate [Math] coaching program (except Elevate [Math] Plus); and
- Elevate [Math] effectiveness studies.

Teachers who miss any of the required trainings will have their pay deducted to reflect the time missed.

Addendum V: Student Data and Tracking of Student Achievement

SVEF and the School District have partnered to examine students' academic trajectories toward college readiness, which includes preparation in mathematics. The partnership will assess the progress of students who participate in the Elevate [Math] Program through assessments (MAC/MARS), math course placement patterns, and a variety of metrics.

The specific exceptions to the Family Educational Rights and Privacy Act that allow SVEF to request and collect students' data from a district partner are as follows:

1. Studies exception, 34 C.F.R. Section 99.31(a)(6): Elevate [Math] uses education data for studies to improve instruction.
2. Audit or evaluation exception, 34 C.F.R. Sections 99.31(a) and 99.35: Elevate [Math] shares aggregated education data with funders.

Addendum VI: Data Transfer Timelines

The timelines for data transfer are as follows:

Elevate [Math] Student Data Timeline

Elevate [Math] Student Data Timeline			
Task	Request Date	Due Date	Data
<u>School District sends E[M] target student list based on criteria outlined in Addenda</u>	November	January	Student Name
			10-digit State ID
			Middle/High School
			Last SBAC Scaled Score
			Parent/Guardian Name
			Parent/Guardian Phone
			Parent/Guardian E-Mail
<u>SVEF provides Elevate Program Results at debrief meeting</u>	n/a	August	Program Attendance
			Program Assessment Results
			Program Survey Results (if available)
<u>School District sends current and former Elevate and Elevate Plus students school Math grade and SBAC results <i>each year until graduation</i></u>	August	September	Missing 10-digit State ID
			I-ready or similar benchmark
			SBAC Scaled Score (Grades 5-8, 11)
			Math Grades
			Middle/High School Attending

Addendum VII: Confidentiality Requirements and Responsibilities of the Parties Relating to Student Data

Confidentiality:

- A. SVEF agrees to preserve the anonymity of all persons and confidentiality of all data collected. SVEF agrees not to release data to any person or organization not involved in Program evaluation.
- B. SVEF requests to share nameless student data with the following SVEF partner organizations that assist with program support and analysis: WestEd and Hispanic Foundation of Silicon Valley (HFSV). Non-specific student data means student names and other identifying personal information will not be shared with the program results. These partner organizations will not be able to name or identify any specific students.
- C. No individual shall be identifiable in any reports, publications, or other documents created by SVEF from the use of data provided by the School District.
- D. SVEF and its contractors shall maintain the confidentiality of all records in accordance with all applicable Federal, State, or local laws, ordinances, regulations, and directives relating to confidentiality. These include, but are not limited to, the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 *et. seq.*), and the Privacy Act of 1974, as amended (5 U.S.C. § 552).

SVEF responsibilities:

SVEF shall:

- A. use the data collected for evaluation of the Programs Elevate [Math] retain data in a place that is physically secure from access by unauthorized persons. SVEF agrees that any computer on which the data resides will be password protected at all times;
- B. agree that no individual will be identifiable in any reports, publications, or other documents that are created; and
- C. agree to provide a list of students with California State Identification Number (CSID) and or local student ID numbers for which the data has been requested.

School District responsibilities:

School District shall:

- A. designate a contact person to facilitate communications between School District and SVEF for coordinating the data transfer activities necessary to carry out this MOU;
- B. collaborate with SVEF, as needed, to facilitate the coordination of the data transfer; and
- C. agree to participate in data sharing for the course of the MOU.

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: REVIEW AND ACTION

Agenda Item Title: CSBA Delegate Assembly Run-off Election: Region 20 (5 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

The Delegate Assembly Election Committee members met on March 26, 2021, to count and certify the ballots for membership on the CSBA Delegate Assembly. Tie votes resulted in a run-off election in our Region.

The Board of Trustees, as a whole, votes. The ballot must be returned to CSB on or before Friday, April 30, 2021.

The run-off ballots will be counted by May 10, and candidates will be notified of the results immediately.

Fiscal Implication:

None.

Recommended Action:

It is recommended that the Board of Trustees choose to vote for no more than 2 candidates for the California School Boards Association Delegate Assembly (Region 20).

ATTACHMENTS:

Description

[Region 20 Ballot](#)

Type

Backup Material

Upload Date

4/7/2021

REQUIRES BOARD ACTION

This completed **ORIGINAL RUN-OFF BALLOT** must be **SIGNED** by the Superintendent or Board Clerk and may be returned by email on or before **FRIDAY, APRIL 30, 2021** Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR A LATE BALLOT THAT IS NOT POSTMARKED ON OR BEFORE APRIL 30 WILL NOT BE VALID.

OFFICIAL 2021 DELEGATE ASSEMBLY RUN-OFF BALLOT
REGION 20
(Santa Clara County)

(Vote for no more than 2 candidates)

Delegates will serve two-year terms that will end March 31, 2023

**denotes incumbent*

Van Le (Eastside Union HSD)

Andres Quintero (Alum Rock Union SD)*

Bridget Watson (Sunnyvale SD)

Signature of Superintendent or Board Clerk

Title

School District

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Distance Learning School 2021-2022 (30 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Dr. Rudolph will share with the Board of Trustees a review and update of the Distance Learning School 2021-2022 presentation.

Fiscal Implication:

None.

Recommended Action:

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Learning Recovery Plan of Action (30 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Dr. Rudolph will will present the Board of Trustees with an update to the Learning Recovery Plan of Action.

Fiscal Implication:

None.

Recommended Action:

No recommended action at this time.

ATTACHMENTS:

Description	Type	Upload Date
The Importance of Strong Relationships as a Strategy to Solve Unfinished Learning March-2021.	Backup Material	4/23/2021
Expanded Learning Time as a Strategy to Solve Unfinished Learning March-2021	Backup Material	4/23/2021
Targeted Intensive Tutoring as a Strategy to Solve Unfinished Learning March-2021.	Backup Material	4/23/2021
Learning Recovery Plan	Backup Material	4/23/2021

Targeted Intensive Tutoring

Expanded Learning Time

The Importance of Strong Relationships



ACKNOWLEDGEMENTS:

These materials are the result of a collaborative effort between The Education Trust and MDRC staff, including Kayla Patrick, senior P-12 policy analyst (Ed Trust), and Allison Socol, Ph.D., assistant director of P-12 Policy (Ed Trust), Jean B. Grossman, Ph.D., Senior Fellow (MDRC), and Miki Bairstow Shih, technical research analyst (MDRC).

Strategies to Solve UNFINISHED LEARNING

WHEN THE PANDEMIC FORCED SCHOOLS ACROSS THE COUNTRY TO CLOSE THEIR DOORS IN MARCH 2020, many district and school leaders worked quickly to plan for and address students' "unfinished learning."¹ How would they support students who had been exposed to content, but had not yet had a chance to master it? A [recent study](#) indicated that students, on average, could experience up to five to nine months of unfinished learning by the end of June 2021. But it will be sometime before we know the true amount of unfinished learning caused by schools closing their doors.

What is certain, however, is that as the nation continues to battle this pandemic and at-home learning continues, there will be a need to help students, especially the nation's most vulnerable students, complete unfinished learning for weeks, months, and even years to come. The lack of adequate time for districts to prepare for sudden shutdowns as well as the lack of resources for many districts, especially those that are chronically underfunded, to adjust to virtual learning has exacerbated inequities for Black, Latino, and Native students and students from low-income backgrounds.

For example, a [national survey of school leaders](#) revealed that students in high-poverty districts were expected to spend far less time on instructional activities during virtual learning than were their peers in low-poverty districts. More specifically, 24% of leaders in high-poverty districts compared to just 12% in low-poverty districts said that distance learning for elementary school students primarily involved content review rather than teaching new material.

Families, especially in communities with more students from low-income backgrounds, more English learners, and more students of color, also face many obstacles to participating in distance learning opportunities, for reasons ranging from [inadequate access to technology](#) to competing responsibilities such as jobs or childcare [that limit the time available](#) to focus on learning. It is most important to note that these inequities are not limited to the current crisis; they are [longstanding](#).

Moving forward, educators will need to administer high-quality assessments to determine where learning must be accelerated and provide high-quality instruction to ensure students have the opportunity to reach high standards. Students will need access to opportunities, supports, and strong and supportive relationships. And targeted actions from school and district leaders and policymakers are required to ensure stretched budgets do not result in policies and practices that harm the students who face the most injustices.

The degree of unfinished learning caused by the pandemic will differ by student, subject, and grade — affecting math more than reading, younger grades more than older, and students already lacking adequate supports more than others. Research supports two ways schools can give students the opportunities and supports they need to complete unfinished learning: **targeted intensive tutoring and expanded learning time**. The Education Trust and MDRC designed the following briefs to help leaders make decisions on how to implement these strategies and where to invest resources, especially in ways that best support the country's most underserved students. We also highlight research-based interventions to **build and maintain strong relationships**: without strong relationships and connections between students and school staff, educators cannot catch students up. Finally, when evidence exists, we highlight the tradeoffs between effectiveness, affordability, and feasibility when implementing a strategy in different ways.

As we navigate these unprecedented times, it will be even more important that investments are made to grow the evidence base and evaluate the effectiveness of programs used to accelerate learning.

1. The Education Trust uses the term "unfinished learning," as opposed to "learning loss" or "learning gaps," to describe material that should have presented to students, but has not yet been mastered. The idea that learning is not complete better reflects the reality that all students can learn and "gaps" can be closed with equitable opportunities, materials, assessments, and high-quality instruction. With this phrasing, our goal is to redirect any focus on "fixing students" toward a focus on systemic changes to meet the needs of students.

The Importance of STRONG RELATIONSHIPS

ANXIETY, STRESS, AND IN SOME CASES, TRAUMA are prevalent as we live through the COVID-19 pandemic. Students are facing food and housing insecurities, isolation caused by school and business closures, uncertainty due to parents losing jobs, and the fear of catching the coronavirus or grief of losing family members to it. Educators are facing their own personal stresses, in addition to being concerned about teaching academic content and about the well-being of their students, which can ultimately wear on their well-being.

But even with all of these stressors, teachers and students are trying to remain connected to schools and each other. Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning. Students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior.¹ Unfortunately, too many students do not have this experience. A survey of 25,400 sixth to 12th graders in a large diverse district, found that less than a third of middle schoolers had a strong relationship with their teachers, and that number dropped to 16% by the time students reached 12th grade.² Students from low-income backgrounds report even fewer strong relationships with their teachers.³

When schools closed their doors in March 2020, these connections went away for many. But building trusting relationships will be critical to addressing the months of stress and missed classroom instruction, or unfinished learning, that has followed. Estimates show that as many as 3 million students are offline, hard to find, or have left school altogether as a result of school closures. In some places, data shows as many as 1 in 5 students did not participate in virtual learning in the spring.⁴ Building and maintaining strong "developmental relationships" that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years.⁵ Without these trusting relationships and connections, educators cannot catch students up.

Strong relationships between adults and students must include: expressing care, challenging growth, providing support, sharing power, and expanding possibilities (see related chart for explanations). Importantly, these relationship-building actions must be done with an equity lens, one that supports positive racial, cultural, and ethnic identity development. The country's attempt to reckon with 400 years of anti-blackness in response to recent acts of racial violence and injustice is highlighting the long-standing systemic inequities affecting students of color. And the pandemic is exacerbating them.

Creating strong relationships between students and those charged with educating them therefore will require adults to acknowledge the long-standing harms caused by racism in schools. Bias and discrimination, both implicit and explicit, can easily lead to harmful in-school practices that erase students' cultural identities. Relationship building, however, must be done intentionally with the needs of students of color in mind and with a strength-based lens that recognizes and values the rich cultural and linguistic assets they bring to the classroom.

In this brief, we highlight the important practices of fostering strong relationships between students and adults, as well as how to build these relationships in ways that encourage and support students to engage in tasks that move them beyond their current understanding and skills.

BUILDING DEVELOPMENTAL RELATIONSHIPS	
Elements	Sample Actions (and Explanations)
Express Care	Be dependable (Be someone I can trust) Listen (Really pay attention) Encourage (Praise my efforts and achievements) Believe in me (Make me feel known and valued)
Challenge Growth	Expect my best (Expect me to live up to my potential) Hold me accountable (Insist I take responsibility for my actions) Help me reflect on failures (Help me learn from my mistakes) Stretch me (Push me to go further)
Provide Support	Navigate (Guide me through hard situations) Empower me (Build my confidence to take charge of my life) Advocate (Defend me when I need it) Set boundaries (Establish limits to keep me on track)
Share Power	Respect me (Take me seriously and treat me fairly) Include me (Involve me in decisions that affect me) Collaborate (Work with me to solve problems and reach goals) Let me lead (Create opportunities for me to take action)
Expand Possibilities	Inspire (Inspire me to see possibilities for my future) Broaden horizons (Expose me to new experiences, ideas, and places) Connect (Introduce me to more people who can help me)

Note: This is adapted from page four of Roehlkepartain, Eugene, Kent Pekel, Amy Syvertsen, Jenna Sethi, Theresa Sullivan, and Peter Scales. Relationships First: Creating connections that help young people thrive. Minneapolis, MN: Search Institute. 2017.

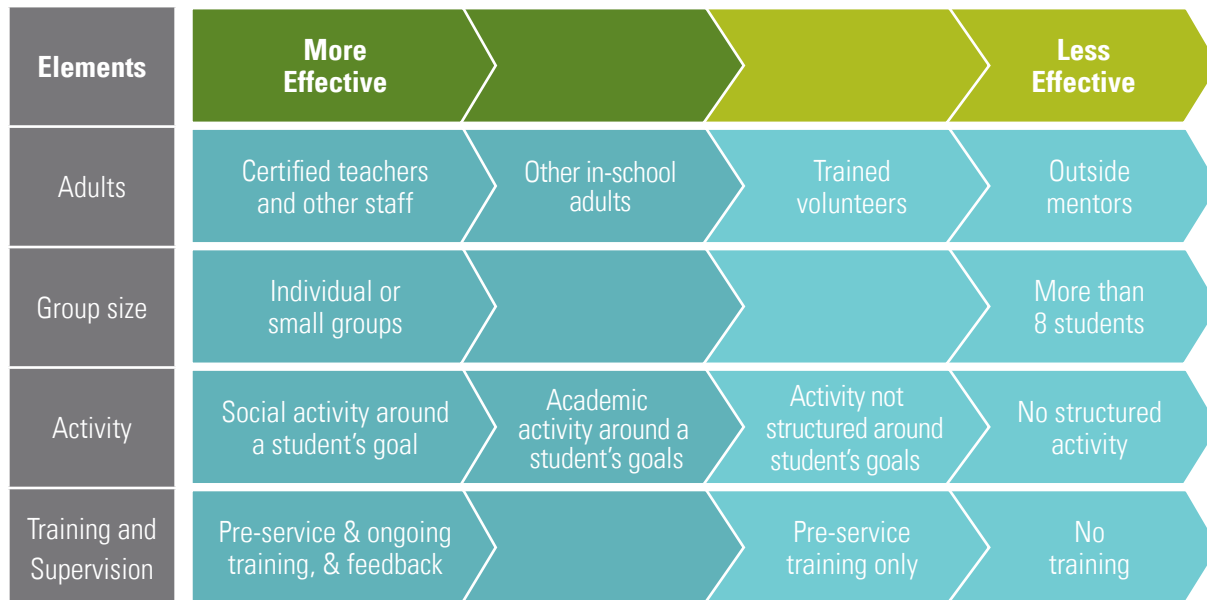
WHAT DO WE KNOW ABOUT WHAT WORKS?

District and school leaders considering emphasizing relationships as a strategy to help students catch up and stay connected with school will have to make intentional and important decisions about structuring time for teachers and staff, investing in activities, training on building developmental relationships, and about how to most effectively group students.

As school leaders consider what type of strategy could work best with their staff and students to build strong developmental relationship, they will have to make challenging decisions based on their specific circumstances or contexts. These decisions will come with tradeoffs. In this brief, we draw on research on strengthening student-teacher relationships, school-based mentoring, school-based after-school programming, and school-based case management to provide insight on those tradeoffs. The following chart shows how implementing different elements of building strong developmental relationships impacts the effectiveness of those relationships.

HOW EFFECTIVE IS RELATIONSHIP BUILDING?

We looked at the research to help leaders navigate these complicated decisions. The chart below shows the most effective elements of relationship-building strategies in schools.



CRITICAL QUESTIONS FOR LEADERS

Who benefits most from strong relationships?

Students from all backgrounds and ages benefit from strong relationships.⁶ Research also shows:

- Students who experience either a high level of environmental adversity or a high level of personal challenge (i.e., academic or behavioral) benefit the most.⁷

Why are strong relationships important?

Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning. The more high-quality relationships students have with their teachers, the better their engagement in school.⁸ Research also shows:

- **Students learn more when they have access to positive relationships** with their teachers and other adults.⁹ For example, a program designed to improve the relationships of high school students with at least one teacher resulted in **these students having higher grade point averages** (an increase of 0.28 points on the standard 1-4 GPA measure).¹⁰

How can schools strengthen relationships among students and staff?

The most important thing schools can do to foster these relationships is to have a culture that explicitly values adults nurturing relationships with students and providing teachers and school staff with the time, space, and occasions to interact repeatedly with individual students, especially those that seem less engaged.

- Start informally with teachers and staff **taking time to get to know individual students** and consistently checking in. Once trust is established, the relationship will grow.¹¹

- **Formalize interactions** between students and staff in scheduled activities to ensure they happen.¹²
- Have adults **meet one-on-one or in small groups with students**, and have activity driven by students' goals and desires.¹³

Which adult relationships are most impactful?

All in-school adults should strive for strong relationships with students. When students have strong relationships with their teachers, in-class motivation increases the most.¹⁴ In these instances, students are motivated by teachers' high expectations as well as their own. Research also shows:

- Strong relationships with other adults in the building also strengthens students' motivation to learn.
- In-school adults (teachers, cafeteria workers, nurses, cleaning staff, etc.) have the opportunity to interact informally with students, and school work is often a topic of conversation.¹⁵
- Relationships with mentors who do not work inside school buildings, like those from the community, can also help drive student motivation and connectedness.¹⁶
- Mentors can support student learning through building strong relationships. One study found that City Year AmeriCorps members can have positive social, emotional, and academic effects when they are well trained and use an integrated approach that focuses on three critical factors: social-emotional development, academics, and an inclusive environment. When this is done well, the corps members have an asset-based lens and a focus on positive identity development, which allows for diversity in development without seeing differences as deficits.¹⁷
- Teachers of color are more likely to have higher expectations of students of color, and students of color feel more cared for and academically challenged by teachers of color. These perceptions suggest that **hiring and retaining teachers of color is critical to building strong relationships**. Similarly, relationships between other staff and students form more easily if they have similar backgrounds and cultures.¹⁸

How should schools group students to foster relationships between adults and students?

Smaller groups are most effective for fostering relationships. One-on-one interactions allow for the greatest opportunity for individualized attention and support, but some adults and students benefit from a larger group setting.¹⁹

- Relationships can **develop easily with small groups (ideally two to four students)**, but it is possible to form strong relationships when a single adult interacts with large groups such as eight to 10 students. However, students are **more likely to just interact with other students in larger groups**.²⁰
- When schools use larger groups that are well managed (generally with the presence of multiple adults), **it can offer an opportunity for students to practice, improve, and become more comfortable with social skills**.²¹
- For relationship building to be effective in group settings, **leaders need training on group management**.²²

What tasks will foster strong relationships in individual or group settings?

Activities are most effective when they are based on students' interests or goals.

- Activities that promote relationships include: interacting informally with the students, effectively helping students accomplish a goal or task they want to achieve, and treating students with respect.²³

- Relationships can form when adults and students engage in academic activities, but students often describe these adults as “friends who help them understand things” **but with whom they have little closeness.**²⁴
- How adults choose to teach, i.e., the practices and curriculum they use, are key to creating an environment where students feel they can build relationships with adults. For example, using relational pedagogy²⁵ and culturally sustaining pedagogy²⁶ can create opportunities for adults to relate to students’ experiences and backgrounds. Also, using culturally relevant materials and place-based learning can open dialogues in community-building.²⁷ And lifting students’ voices can empower their engagement in relationship-building.²⁸ Informal actions like “two by 10,” where a teacher simply spends two minutes for 10 consecutive days informally getting to know a student, can improve teacher-student relationships.²⁹
- In the classroom, teachers should be mindful of the challenge of **balancing teaching skills with building a strong relationship and sharing power to foster the student’s ownership of the activity.**³⁰

In 2010, Oakland Unified School District launched a program targeted toward Black boys in high school. The class was designed to combine college and career readiness and social-emotional well-being and development with culturally relevant pedagogy. These classes meet daily during regular school hours — an intentional design to change the experience of Black boys in schools and increase their engagement with caring adults. The instructors in the program receive training, have a history of involvement in the Black community, and are expected to build nurturing relationships with students in their classes. This program increased on-time graduation for Black boys by 3 percentage points and was found to have some positive effects for Black girls as well.³¹

What training do adults need to build strong relationships?

Schools should provide all the adults in the school building with training on the elements of developmental relationships, time, and strategies to build developmental relationships. Schools should also provide individual feedback based on observations of adult interactions with students. This training will ensure that relationships are stronger and more effective in accelerating academic learning.

- Pre-service training **improves student outcomes.**³²
- Programs that provide **ongoing training and group support to adults are twice as effective at changing student outcomes than those that do not.**³³

Two such evidence-based professional development programs are the Search Institute’s [REACH program](#) (which has a [free online strategy guidebook](#)) and MyTeaching Partner, a professional development approach for teachers.

PROMISING PRACTICES

Project Arrive

For some students, transitioning from middle school to high school can be a challenge. To address this challenge, San Francisco Unified School district created [a mentoring program](#) for ninth grade students. The purpose of this program is to support ninth graders successfully transition into high school and to connect them with the people, resources, and inspiration they will need to graduate. Schools identify and reach out to students with academic

or attendance challenges and ask them to voluntarily participate in this mentorship program. Once students commit, they are placed into small groups and assigned two district staff members – counselors, principals, nurses, or advisers. Each mentor receives four hours of pre-service training and ongoing support throughout the school year. The student group meets once a week, all school year, during a period that doesn't conflict with their core academic classes.

Mentors for these groups are tasked with aligning curriculum and student interest. They collaborate with students to choose activities and events to attend together. As a result of this relationship building, this program helps students build positive relationships with adults as soon as they begin high school, to foster a sense of belonging and safety within school buildings, to support academic success, and participate in special events and leadership responsibilities. An evaluation of this program found that students earned more credits both in ninth and 10th grade relative to a comparison group of similar unmentored students.³⁴

Communities In Schools (CIS)

Communities in Schools (CIS) is a national nonprofit organization that works with low-performing K-12 schools to provide wraparound support to students in need. As a part of this support, site coordinators work with students to identify their needs, to provide them with support directly, and to connect them with additional school and community supports. The site coordinators also regularly monitor student progress and develop an individual plan to ensure that students' needs are sufficiently being met. They also have regular one-on-one check-ins and hold group discussions with students. After two years, students who were assigned to case management reported better relationships with adults and better relationships with their peers. They also reported being more engaged in school and valuing their education more.³⁵

Building Assets Reducing Risks (BARR)

BARR is a whole-school approach that uses a strength-based model to help schools meet the social, emotional, and academic needs of all students. This model employs block scheduling and small groups, where core teachers have the opportunity to get to know individual students. Core teachers, counselors, and school administrators receive pre-service professional development and coaching. Every week, students spend 30 minutes on a SEL curriculum, facilitated by core teachers, that allows students to learn more about themselves, discover their strengths, and build relationships with staff and other students. This program requires teachers to meet regularly to discuss student strengths, progress, and challenges. Parents are also active participants in BARR; they are encouraged to participate in orientation and an advisory council. One study found that after just one year of BARR, students had stronger relationships with their teachers, experienced a sense of belonging in the classroom, had significantly higher GPAs, were more engaged in school, had higher attendance rates, and were more likely to pass courses.³⁶

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Targeted Intensive Tutoring

Expanded Learning Time

The Importance of Strong Relationships



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Strategies to Solve UNFINISHED LEARNING

WHEN THE PANDEMIC FORCED SCHOOLS ACROSS THE COUNTRY TO CLOSE THEIR DOORS IN MARCH 2020, many district and school leaders worked quickly to plan for and address students' "unfinished learning."¹ How would they support students who had been exposed to content, but had not yet had a chance to master it? A [recent study](#) indicated that students, on average, could experience up to five to nine months of unfinished learning by the end of June 2021. But it will be sometime before we know the true amount of unfinished learning caused by schools closing their doors.

What is certain, however, is that as the nation continues to battle this pandemic and at-home learning continues, there will be a need to help students, especially the nation's most vulnerable students, complete unfinished learning for weeks, months, and even years to come. The lack of adequate time for districts to prepare for sudden shutdowns as well as the lack of resources for many districts, especially those that are chronically underfunded, to adjust to virtual learning has exacerbated inequities for Black, Latino, and Native students and students from low-income backgrounds.

For example, a [national survey of school leaders](#) revealed that students in high-poverty districts were expected to spend far less time on instructional activities during virtual learning than were their peers in low-poverty districts. More specifically, 24% of leaders in high-poverty districts compared to just 12% in low-poverty districts said that distance learning for elementary school students primarily involved content review rather than teaching new material.

Families, especially in communities with more students from low-income backgrounds, more English learners, and more students of color, also face many obstacles to participating in distance learning opportunities, for reasons ranging from [inadequate access to technology](#) to competing responsibilities such as jobs or childcare [that limit the time available](#) to focus on learning. It is most important to note that these inequities are not limited to the current crisis; they are [longstanding](#).

Moving forward, educators will need to administer high-quality assessments to determine where learning must be accelerated and provide high-quality instruction to ensure students have the opportunity to reach high standards. Students will need access to opportunities, supports, and strong and supportive relationships. And targeted actions from school and district leaders and policymakers are required to ensure stretched budgets do not result in policies and practices that harm the students who face the most injustices.

The degree of unfinished learning caused by the pandemic will differ by student, subject, and grade — affecting math more than reading, younger grades more than older, and students already lacking adequate supports more than others. Research supports two ways schools can give students the opportunities and supports they need to complete unfinished learning: **targeted intensive tutoring and expanded learning time**. The Education Trust and MDRC designed the following briefs to help leaders make decisions on how to implement these strategies and where to invest resources, especially in ways that best support the country's most underserved students. We also highlight research-based interventions to **build and maintain strong relationships**: without strong relationships and connections between students and school staff, educators cannot catch students up. Finally, when evidence exists, we highlight the tradeoffs between effectiveness, affordability, and feasibility when implementing a strategy in different ways.

As we navigate these unprecedented times, it will be even more important that investments are made to grow the evidence base and evaluate the effectiveness of programs used to accelerate learning.

1. The Education Trust uses the term "unfinished learning," as opposed to "learning loss" or "learning gaps," to describe material that should have presented to students, but has not yet been mastered. The idea that learning is not complete better reflects the reality that all students can learn and "gaps" can be closed with equitable opportunities, materials, assessments, and high-quality instruction. With this phrasing, our goal is to redirect any focus on "fixing students" toward a focus on systemic changes to meet the needs of students.

Expanded LEARNING TIME

AS THE NATION CONTINUES TO BATTLE THE COVID-19 PANDEMIC and at-home learning continues, there will be a need to help students, especially the nation's most vulnerable students, complete unfinished learning for weeks, months, and even years to come. Research shows expanded learning time (ELT) is one approach to helping historically underserved students catch up to meet high standards. ELT encompasses programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include after-school, summer, and in-school programs.

District leaders considering ELT should follow the research and invest in evidence-based methods to support students to get back on track, **while also fostering trusting relationships and providing an opportunity for a well-rounded education.** Additional time can be beneficial to students, but only if that time is spent in ways that maximize teaching and learning. Overall, leaders will need to ensure that *all* school time is used especially well after months of unfinished instruction. ELT can only be effective if time during the school day is also used to efficiently and effectively accelerate learning.

In this brief, we focus on ELT programs that significantly increase the amount of new math and/or English language arts instruction delivered to students.

WHAT DO WE KNOW ABOUT WHAT WORKS?

District and school leaders considering different ways to accelerate learning will have to make a number of challenging decisions to meet the needs of students experiencing unfinished learning. District leaders will need to make important policy decisions; school leaders will need to make decisions around staffing, partnering with community organizations or providers, scheduling, and curriculum. With each of these decisions, district and school leaders will have to balance what the evidence says is most effective with what is most feasible given their resource constraints and local context.



HOW EFFECTIVE IS EXPANDED LEARNING TIME?

We looked at the research to help leaders navigate these complicated decisions. The chart below shows how implementing different features of expanded learning impacts its effectiveness.

Features	More Effective			Less Effective		
Curriculum	Aligned, individualized, & high-quality curriculum		Clear program goals but not aligned to curriculum		No clear program goals	
Training and Coaching	Pre-service & ongoing training, & coaching		Pre-service training only		No training	
When and Where	During the regular school year		Mandatory summer programs		After school or weekends	
Attendance	Mandatory during the school day	Mandatory other times	Voluntary with incentives	Voluntary with no incentives		
Total Annual Hours	Significant time (45-100 hours)		Too little time (less than 44 hours)		Too much time (more than 100 hours of reading)	
Class Sizes	10-15 students		15-20 students		20+ students	
Teachers	Certified teachers			Non-certified instructors		

CRITICAL QUESTIONS FOR LEADERS:

Which students benefit most?

Research shows that increasing the number of hours of instruction students receive during the school day (either during nonacademic class periods or by extending the official school day) can be effective for all age groups, types of students, and subject matter.¹

How many students should be placed with an instructor during ELT?

Smaller classes are better for extended learning time. They give teachers the opportunity to provide individualized instruction, which can be particularly helpful for students experiencing unfinished learning. Research also shows:

- More effective extended learning programs break up students **into groups of 10-20**.²
- Classes with **over 20 students are less effective**.³

What kind of training and support should schools provide for ELT instructors?

The most effective ELT programs provide all instructors with pre-service training, on-going training, and 1-to-1 coaching. Research also shows:

- For certified teachers, **pre-service and ongoing training should focus on how to implement the program’s curriculum, including guidance on differentiating lessons** for students experiencing different levels of unfinished learning. The program’s behavior management system should also be explained.⁴
- Non-certified instructors **should receive extra training in pedagogy and classroom management**, in addition to curriculum and differentiation.⁵
- **All instructors can benefit from 1:1 coaching**, but it is critical for less experienced instructors.⁶
- Effective coaches typically **observe classrooms about once a week and provide instructors feedback and curricular support**.⁷

How should schools extend learning time?

Extra instruction can take place after school, during breaks, or during the summer. Instruction during any of these periods can be effective if the instruction is carried out by certified teachers and if the curriculum is both individualized and aligned with the content in the regular school day. Scheduling decisions should be made equitably to ensure students and families who already face the most injustices do not face additional barriers.

- Schools can offer extra instruction at **many different times during the day and year**. Many schools, for example, double reading and math periods during the school day, either by eliminating classes or by extending the school day for all students by one or two hours.
- The most effective ELT strategies — those that have improved student outcomes to an equivalent of four to eight extra regular months of school — use the following strategies:
 - **Double blocking**: students get an extra period a day in a specific subject⁸
 - **Acceleration camps**: students participate in full days of instruction and practice⁹
 - **Mandatory summer school programs**: students are required to attend in order to be promoted to the next grade-level¹⁰
- A benefit to all three of these formats is that **classroom teachers can provide additional instruction either during the school day, after school, or during a break** when teachers, depending on the local union contract, are available for hire, as is the case with the holiday or summer programs.
- The **double block** and **acceleration camps can be beneficial because they can easily align** with students’ regular coursework being taught during the calendar year.¹¹
- In after-school settings, **high-quality ELT programs have been shown to increase average student test scores by 12 percentile points**.¹²

How much additional learning time should students receive?

Research indicates programs that offer 44 to 100 hours of additional instruction have an impact on student learning. Programs that provide more or less extended learning time are less effective in some cases; however, the effectiveness depends on the subject area.

- For math, the evidence suggests that providing less than 43 hours of extra learning time annually has only a small impact, while offering 44 to 100 hours has a more substantive effect. Offering more than 100 hours can be effective, but research shows it is somewhat less so.¹³
- For reading, the evidence suggests that offering less than 43 hours or between 85 and 210 hours of extra instruction is effective, but almost half as much as offering 44 to 84 hours.¹⁴
- The most effective number of hours for summer school instruction is in the 70 to 130 hour range.¹⁵
- Finally, instruction delivered when students are less likely to engage with the material, such as additional days at the end of the school year when they are yearning for a summer break, does not improve outcomes.¹⁶

What curricula should schools follow during ELT?

The most effective ELT curricula has content that is aligned with content from the regular school day, and lesson plans that include options for individualized instruction, allowing teachers to tailor instruction to both struggling and high-achieving students.

- An easy-to-use curriculum is even more essential if ELT instructors are non-certified teachers.¹⁷
- The most effective programs use high-quality, engaging, commercially available, standard-aligned curricula, supplemented with district-developed lessons and activities.¹⁸ While certified teachers have the skills, they often do not have the time or clear understanding of the program goals to develop timely and effective lesson plans.¹⁹

What is the most effective way to ensure students attend ELT?

Unsurprisingly, ELT's effectiveness is directly tied to student attendance. Schools can expect the highest rates of attendance if instruction is provided during the school day, since the extra instruction is part of the regular school schedule. Research shows:

- Strong relationships with students and ELT staff are the most important element of attendance. The more students feel encouraged and supported by adults, the more students enjoy ELT and want to attend.²⁰
- If schools are implementing an after-school, summer, or accelerated academy, schools need to have **policies in place to encourage high levels of attendance.**²¹
- Policies that highly incentivize students (and their families) to attend, such as mandatory programs, are most effective. The best voluntary programs have an attendance policy that is clear to both students and parents, track attendance daily, and provide incentives for good attendance.²²

How should schools staff ELT?

*Students have greater increases in learning in ELT classrooms staffed by certified teachers because of these teachers' classroom experience, knowledge of the school day curriculum, and familiarity with state standards.*²³

Research also shows:

- Even with training, non-certified teachers are more likely to have **classroom management difficulties and often do not improve learning outcomes for students.**²⁴
- If schools are experiencing staffing challenges, school leaders can improve the effectiveness of non-certified teachers by **providing a curriculum that is easy to use and that is aligned to the rest of the school day, 1:1 coaching, as well as pre-service and ongoing training that covers pedagogy and classroom management.**²⁵

A CAUTIONARY TALE

Not all programs during the school day have shown large increases in student outcomes. Implementation decisions matter, and it is imperative that programs **center equity and high-quality instruction** in those decisions. For example, in 2012, Florida passed legislation that required double dose reading in the lowest performing elementary schools. The legislation required these schools to add one additional hour to each school day and use the additional hour for reading instruction. A study of the extra hour of reading on third through sixth graders found the average student learned only 10% more than they normally would (the equivalent to an extra month of regular school) and no effect was found for students in the lowest reading level.²⁶ The relatively small increase in outcomes is because many schools were unable to place students with their certified teachers or with small groups. More specifically, only 29% of schools evaluated in this study exclusively used students' regular teachers to provide the extra instruction and only 28% of schools delivered the extra learning time in small groups exclusively.

Scheduling for Equity:

Students of color and students from low-income backgrounds, who, even before the pandemic, had the least access to enrichment programs and quality educational opportunities, should not miss any more of these opportunities. In fact, schools should be creating more opportunities for these students instead of taking them away. While scheduling may be challenging, it is important to ensure students are not made to feel penalized or stigmatized by taking away their breaks, electives, or other periods known to improve engagement among students. It is also important that each student is set up for success and has the opportunity to engage in curriculum and activities that they can be immediately successful in. To do that, school leaders will need to implement equitable scheduling. This is especially important during and after pandemic-related school closures where many students have found it difficult to stay engaged.

QUESTIONS:

- Have you identified an after-school provider or community partner that includes as many effective features (as described above) as possible?
- Is your leadership team using diagnostics to identify which students could benefit from what type of expanded learning opportunities and scheduling accordingly?
 - Are students assessed regularly throughout the year to monitor progress?
- Has your school created a plan to reduce stigma associated with ELT opportunities?
 - Does your schedule ensure that the school is not practicing racialized tracking? Classes should be as racially diverse as the entire school.
 - Do students who are ready for advanced courses have the opportunity to take them (i.e., are English learners, who have missed months of English instruction, still given the opportunity to enroll in gifted and talented courses?)
 - Are students grouped with their peers? (i.e., do all eighth graders take PE together?)
- Do students have adequate opportunities to take enrichment or elective courses?
- Are students given adequate time for lunch and breaks?
- Is the ELT curricula culturally responsive?
- Is the ELT program structured so that students do not feel penalized or stigmatized for having additional instructional time?

PROMISING PRACTICES*Reading or Math Instruction After School*²⁷

Students in second through fifth grade who experienced unfinished learning in reading or math were offered a high-quality, fun reading or math curriculum in 27 after-school centers across 10 states. The curriculum used was designed for the after-school environment during the first 45-minute period of their elementary school's after-school program, instead of homework help. Students participated in after-school enrichment or recreation activities for two other periods. Program staff encouraged attendance by communicating with parents when students were absent, and providing incentives, such as weekly prizes. This program generated **a two- to three-month gain in math** in the first year, although no gains in reading. Although the curriculum was not aligned with the school's traditional curriculum the program had several features aligned with best practice:

- Students in groups of 10 or less were grouped with a certified teacher
- Teachers received initial and on-going training and 1:1 coaching
- Students received 45 minutes of instruction, four days a week, during the school year.

*Ninth Grade Success Academy in Talent Development*²⁸

The Talent Development High School model aims to improve the academic achievement of students in large, nonselective, comprehensive high schools. In this model:

- Certified teachers use a specialized curriculum designed for 90-minute class periods
- Students have double blocks of core subjects such as math and ELA
- Small “learning communities” are created among students in the same grade, by placing their classes in a single wing
- Teachers receive initial training, on-going training throughout the school year, and 1:1 coaching.

The double blocking results in an additional 30 minutes of math and ELA each school day. The program costs \$250-\$350 per student per year. The program has made promising gains – by the end of ninth grade, this program increased the percentage of students earning at least one math credit by 11.6, earning at least one algebra course by 24.5, and the percentage earning at least one ELA credit by 8.6.

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Targeted Intensive Tutoring

Expanded Learning Time

The Importance of Strong Relationships



ACKNOWLEDGEMENTS:

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Strategies to Solve UNFINISHED LEARNING

WHEN THE PANDEMIC FORCED SCHOOLS ACROSS THE COUNTRY TO CLOSE THEIR DOORS IN MARCH 2020, many district and school leaders worked quickly to plan for and address students' "unfinished learning."¹ How would they support students who had been exposed to content, but had not yet had a chance to master it? A [recent study](#) indicated that students, on average, could experience up to five to nine months of unfinished learning by the end of June 2021. But it will be sometime before we know the true amount of unfinished learning caused by schools closing their doors.

What is certain, however, is that as the nation continues to battle this pandemic and at-home learning continues, there will be a need to help students, especially the nation's most vulnerable students, complete unfinished learning for weeks, months, and even years to come. The lack of adequate time for districts to prepare for sudden shutdowns as well as the lack of resources for many districts, especially those that are chronically underfunded, to adjust to virtual learning has exacerbated inequities for Black, Latino, and Native students and students from low-income backgrounds.

For example, a [national survey of school leaders](#) revealed that students in high-poverty districts were expected to spend far less time on instructional activities during virtual learning than were their peers in low-poverty districts. More specifically, 24% of leaders in high-poverty districts compared to just 12% in low-poverty districts said that distance learning for elementary school students primarily involved content review rather than teaching new material.

Families, especially in communities with more students from low-income backgrounds, more English learners, and more students of color, also face many obstacles to participating in distance learning opportunities, for reasons ranging from [inadequate access to technology](#) to competing responsibilities such as jobs or childcare [that limit the time available](#) to focus on learning. It is most important to note that these inequities are not limited to the current crisis; they are [longstanding](#).

Moving forward, educators will need to administer high-quality assessments to determine where learning must be accelerated and provide high-quality instruction to ensure students have the opportunity to reach high standards. Students will need access to opportunities, supports, and strong and supportive relationships. And targeted actions from school and district leaders and policymakers are required to ensure stretched budgets do not result in policies and practices that harm the students who face the most injustices.

The degree of unfinished learning caused by the pandemic will differ by student, subject, and grade — affecting math more than reading, younger grades more than older, and students already lacking adequate supports more than others. Research supports two ways schools can give students the opportunities and supports they need to complete unfinished learning: **targeted intensive tutoring and expanded learning time**. The Education Trust and MDRC designed the following briefs to help leaders make decisions on how to implement these strategies and where to invest resources, especially in ways that best support the country's most underserved students. We also highlight research-based interventions to **build and maintain strong relationships**: without strong relationships and connections between students and school staff, educators cannot catch students up. Finally, when evidence exists, we highlight the tradeoffs between effectiveness, affordability, and feasibility when implementing a strategy in different ways.

As we navigate these unprecedented times, it will be even more important that investments are made to grow the evidence base and evaluate the effectiveness of programs used to accelerate learning.

1. The Education Trust uses the term "unfinished learning," as opposed to "learning loss" or "learning gaps," to describe material that should have presented to students, but has not yet been mastered. The idea that learning is not complete better reflects the reality that all students can learn and "gaps" can be closed with equitable opportunities, materials, assessments, and high-quality instruction. With this phrasing, our goal is to redirect any focus on "fixing students" toward a focus on systemic changes to meet the needs of students.

Targeted Intensive TUTORING

AS THE NATION CONTINUES TO BATTLE THE COVID-19 PANDEMIC AND AT-HOME LEARNING CONTINUES, there will be a need to help students, especially the nation's most vulnerable students, complete unfinished learning for weeks, months, and even years to come.¹ Research shows targeted intensive tutoring can help historically underserved students to catch-up to meet high standards. District leaders should follow the research and invest in evidence-based methods to support students to get back on track.

Targeted intensive tutoring, often referred to as high-dosage tutoring, consists of having the same tutor to work over an extended period of time (e.g., all year, every school day) on academic skills, such as math or reading. In the most effective versions, an individual tutor works with one or two students at a time, using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school and targeted to the student's academic needs.

WHAT DO WE KNOW ABOUT WHAT WORKS?

District and school leaders considering implementing targeted intensive tutoring as a strategy to help students catch-up will have to make important decisions about hiring, staffing, and training. They also will need to make decisions around grouping, scheduling, and the curriculum. With each decision, district and school leaders will have to balance what the evidence says is most effective with what is most feasible given resource constraints and local context.



HOW EFFECTIVE IS INTENSIVE TUTORING?

We looked at the research to help leaders navigate complicated decisions.² The chart below shows how implementing various features of intensive tutoring impact its effectiveness.

Features	More Effective		Less Effective	
Tutors	Certified teachers	Paraprofessionals	Trained volunteers	Peers
Student: Tutor Ratio	1-2: 1		3-4:1	
Curriculum	Skill-building curriculum		Homework help	
Training and Supervision	Pre-service & ongoing training & supervision	Pre-service training & a single additional supplemental training	Pre-service training only	No training
Location	During the school day complementing the regular class	During the school day substituting for the regular class	After school/ out of school	
How often & How Long	All year, every school day for an hour		Partial year	
Target Population	Younger students		Older students	

CRITICAL QUESTIONS FOR LEADERS:

Which students benefit most?

Targeted intensive tutoring **is effective for all students**, but research shows that younger students benefit the most. The research also shows:

- Targeted intensive tutoring is very effective for pre-K and kindergarteners, since a month of teaching advances a child's learning so much at that age.³
- Although younger children make the most gains, targeted intensive tutoring **can also be effective for middle and high school students**.⁴
- At its most effective, **targeted intensive tutoring can double the amount of learning** students typically gain during the school year.⁵

Who should take on tutoring responsibilities?

The most effective tutors are teachers or those with the most experience and training. The research also shows:

- **Tutors with more experience or training** in teaching or working with young people are the most effective.⁶
- **Paraprofessionals** (non-teachers who are hired, often full time, and trained for the job) are almost **85% as effective as teachers**, while being less expensive.⁷ **AmeriCorps members** can have a positive impact on students' attendance and academic outcomes, when they are well trained and use an asset-based model to focus on students' social-emotional development, academics, and creating an inclusive environment.⁸
- In general, **volunteers are half as effective as paraprofessionals**.⁹ However, volunteers also are the least expensive tutors.
- Volunteer attendance can especially be an issue for volunteering college students.¹⁰

How many students should be placed with a tutor at a time?

Research shows that two students per tutor is the most efficient and effective way to accelerate learning. Also, it shows no more than four students should be placed with a tutor at a time. The research also shows:

- One student per tutor allows for individualized instruction, but [Match Corps](#), for example, found that the **tutor's time can be used more efficiently by placing two students with a tutor at a time**.¹¹
- When there are more students who need individualized tutoring than there are tutors, some schools have placed three or four students with a single tutor. However, without specialized training, **it can be more challenging to effectively and positively manage behavior with groups of three to four students**.¹²
- Therefore, **it is even more important to ensure tutors with larger groups have high-quality, positive classroom management training**.

What kind of training and materials should schools provide?

The curriculum used during intensive targeted tutoring should be aligned to the curriculum used throughout the school. Tutors who are less familiar with the curriculum should receive ongoing training and support from more experienced educators. As always, the curriculum and instructional materials must be aligned to high standards, appropriately challenging for students' grade level, and be culturally sustaining.¹³ The research shows:

- All tutors should **be trained to appropriately adjust the lesson to match a student's level of understanding and be trained to use materials in culturally sustaining ways**.¹⁴
- Tutors who are less familiar with teaching and who have less training can **benefit from more specific directions like a highly structured curriculum, which can help them effectively present material**.¹⁵
- Tutors who are not teachers and who have received the least amount of training **should be adequately supported by more experienced educators**.¹⁶
- All tutors should receive pre-service training that covers the goals of the curriculum, strategies for managing individual or small tutoring sessions, as well as instructions around key program features and guidelines. **Training should also ensure that tutors build relationships with students and setting high expectations early on**.¹⁷

- It also is helpful to provide tutors who are teachers some training on the specific goals of the curriculum.¹⁸
- Throughout the course of tutoring programs, **ongoing training and individual coaching should be used to strengthen tutors' curriculum delivery.**¹⁹

When should educators tutor students?

Intensive targeted tutoring may require adjusting the school day schedule. Educators should tutor students during block of times when students do not have core classes like math or reading. But it is important for students to engage in elective courses and have an adequate break or lunch period – students who perceive tutoring as a punishment may disengage. The research shows:

- Tutoring done outside the school day is about **two-thirds as effective as that held during the typical school day.**²⁰
- School-day pull-out programs are **less effective than if the tutoring is in addition to the regular math or reading class.**
- If the tutoring sessions are after school (and thus voluntary), **attendance may be strong for elementary school students (because it serves as childcare for the parent), but attendance is more challenging for older students.**²¹

How often should students have tutoring sessions?

Students should receive tutoring frequently and regularly throughout the school year. All students who have not yet mastered math and reading standards should receive intensive targeted tutoring. Research also shows:

- Providing **more tutoring** sessions positively increases impact.²²

Resources are limited. Which subject should tutors prioritize?

All students who have not yet mastered math and reading standards should receive intensive targeted tutoring. But schools without the resources to provide tutoring in math and reading should consider prioritizing providing intensive targeted tutoring in math. This is because students are more likely to experience [more unfinished learning in math](#). It is also worth noting that successful completion of high school math courses [increases earnings for students of color](#). Research also shows:

- **Students in grades 2-12 benefit most from tutors who focus on math, although reading tutoring also has positive effects.** impact of reading tutoring is greatest for students in pre-K to first grade.²³
- Intensive tutoring in math helped high school students to **improve grades in other courses too.**²⁴
- Little is known about the effectiveness of intensive tutoring in the virtual setting, however, a research study found that a virtual tutoring program that offered 30-45 minutes of tutoring a week improved literacy.²⁵

PROMISING PRACTICES

New York City High Dosage Tutoring Middle School Pilot in Reading

In New York City, 1,700 students across 60 public schools participated in a randomized experiment to test the effectiveness of intensive tutoring. Middle school students who were identified as readers in need of support were put into groups of four and received 45 to 60 minutes of daily tutoring with a trained and supervised paraprofessional educator. The tutors used a tailored reading curriculum centered on high-interest chapter books (fiction and non-fiction) that were appropriate for the students' reading level. After attending an average of 67 days of tutoring, students gained an additional month or two worth of learning in reading. Although the program has positive effects, it is costly (\$2,500 per participant).²⁶

Saga

During the course of this program, two students met with one tutor during a one-hour daily tutoring session as part of their regular class schedule. Tutoring sessions split instructional time evenly between reviewing foundational skills based on the unfinished learning of individual students and working through the content of the students' current math classes. These tutoring sessions occurred during the typical school day and replaced either a second period of math or an elective course. A [recent study](#) found that the program doubled, or even tripled, how much math students learned in a year and that the benefits for students persisted at least one or two years after tutoring.²⁷

Reading Partners

Reading Partners is a one-on-one tutoring program to help students in kindergarten through fourth grade who have been identified as experiencing two years of unfinished learning in reading. Over the last two decades, the program has expanded to serve over 60,000 students in 400 schools in 80 districts. Trained volunteers and AmeriCorps members tutor struggling readers in elementary schools serving students from low-income backgrounds. Tutors are trained on curriculum, trauma informed responses, and anti-bias practices before meeting with students. Students are placed with an individual tutor twice a week for 45 minutes each session. Each reading partner volunteer tutor receives a scripted curriculum and ongoing support from a more experienced tutor.

Reading Partners assesses student progress three times during the school year and surveys teachers twice each year to ensure high-quality instruction. Evaluations show that these tutoring sessions added an additional one and a half to two months of growth in literacy. Studies also show that this program may be particularly effective for the lowest achieving students, as the students that started the program in the lowest quartile experienced double the impact. Reading Partners charges schools \$320 per student. The school provides in-kind resources (primarily space) of about \$390 per student. Although the program has faced challenges such as attendance of tutors and retention of students, it has been shown to have a positive impact.²⁸

While students are learning from home, Reading Partners has continued tutoring in a virtual setting. The program has also increased outreach to communities and families by incorporating virtual home visits, texting literacy tips, and providing literacy workshops for caregivers.

Targeted Reading Intervention

Targeted Reading Intervention (TRI) is a one-to-one tutoring model to support early readers, especially in rural schools. Classroom teachers work individually with developing readers in kindergarten and first grade for 15 minutes each day, focusing on oral language, decoding, writing, comprehension, vocabulary, and fluency skills. Research shows that the program has a significant positive impact on students' phonological awareness and vocabulary. University-based instructional coaches use webcam technology to train and provide ongoing support to teachers, highlighting how training could be delivered electronically while learning is remote and for isolated, rural communities.²⁹

Number Rockets

Number Rockets is a tutoring intervention for first graders experiencing unfinished learning in math. Students are placed in groups of 2-3 students, three times a week for 40-minute sessions during the school day (30 minutes of scripted instruction and 10 minutes of practice) for 17 weeks. These sessions do not replace but supplement students' core math classes. In preparation for tutoring sessions, tutors receive one day of training that typically costs schools and districts \$1,500 per tutor and an additional two-hour training after that. Tutor training workshops include program information, an overview of background research and theory, trainer modeling, practice, and observations. The evaluation of this program has found it to be [very effective for students](#) who have yet to master math concepts. It is important to note that most of the tutors during this evaluation period held a teaching certificate (66%), and even more (77%) of the tutors were retired or substitute teachers.³⁰

ENDNOTES

1. The term “unfinished learning” is used to more positively describe the content that should have been covered but has not yet been mastered. The Education Trust uses this term to highlight the need for a mindset shift—all students can learn and “gaps” can be closed with equitable opportunities, materials, assessments and high-quality instruction. Instead of focusing on negatives like “lost learning” and “gaps,” this term aims to highlight the continued need for growth and systemic changes.
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Mountain View
Whisman
School District

Learning Recovery Plan

April, 24th 2021

Alignment to Strategic Plan 2027

- **Goal Area #1** Effective and consistent instructional practices that meet the needs of all students
- **Goal Area #2** Student social-emotional health
- **Goal Area #3** Inclusive and welcoming culture
- **Goal Area #4** Effective and engaged employees
- **Goal Area #5** Equitable distribution of resources that support student success



Mountain View
Whisman
School District

Funding Sources

Funding Sources

- **In Person Instruction Grant RS 7422 Spend by 8/31/2022**
- **Expanded Learning Grant RS 7425 & 7426 Spend by 8/31/2022**
- **Esser 2 RS 3212 Spend by 9/30/2023**
- **Esser 3**

Resource	Resource 3215	Resource 3220	Resource 7420
Resource Name	Learning Loss Mitigation Paid from Governor's Emergency Education Relief (GEER)	Learning Loss Mitigation Paid from Coronavirus Relief (CR) Fund	Learning Loss Mitigation Paid from General Fund
Spending Timeline	March 13, 2020 to September 30, 2022	March 1, 2020 to May 31, 2021	March 1, 2020 to June 30, 2021
I/C Rate	District Approved Rate	No	District Approved Rate
Attachment Schedules	https://www.cde.ca.gov/fg/cr/documents/llmfallocationfy20.xlsx		
Distribution	Allocated based on 2019-20 SPED Count-Ages 3 to 22	Sec A-Allocated on 19-20 SpEd Sec B-Allocated on Supple/Concen: Sec C-LCFF entitlement	Allocated based on LEA proportion of statewide LCFF entitlement in 19/20
Allowable Uses	<p>1 SB 820 clarifies that funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs so long as the funds meet one of the four</p> <p>2 Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.</p> <p>3 Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning</p> <p>4 Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.</p> <p>5 Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch</p> <p>6 Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.</p> <p>7 Expenditures not accounted for in the budget most recently approved as of March 27, 2020, unless</p>		

Resource 7388	Resource 7422	Resource 7425/7426
Senate Bill 117	In-Person Instruction Grant	Expanded Learning Opportunities Grant
No Timeline to Spend District Approved Rate	July 1, 2020 to August 31, 2022 District Approved Rate	July 1, 2020 to August 31, 2022 No
https://www.cde.ca.gov/fg/fo/r14/covid19learnresponse19result.asp		https://www.cde.ca.gov/fg/fo/r14/ipielo20result.asp
On the basis of 2019–20 First Principal Apportionment	Allocated based on LEA proportion of statewide LCFF entitlement in 20/21	Allocated based on LEA proportion of statewide LCFF entitlement in 20/21 + \$1,000 per homeless pupil
Maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning	Any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certificated or classified employees providing in-person instruction or services and social and mental health support services provided in conjunction with in-person instruction	Extending instructional learning time beyond 20-21 minimum daily, as well as annual minimums for Accelerating progress to close learning gaps Integrated pupil supports such as the provision of health, counseling, access to school meal programs, Community learning hubs that provide pupils with access to technology, high-speed internet, and other Supports for credit deficient pupils to complete graduation or promotion requirements and to Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark Training for school staff on strategies, including trauma-informed practices, to engage pupils and

Resource 3210	Resource 3212	Resource TBD
Elementary & Secondary School Emergency Relief (ESSER) I	Elementary & Secondary School Emergency Relief (ESSER) II	Elementary & Secondary School Emergency Relief (ESSER) III
March 13, 2020 to September 30, 2022	March 13, 2020 to September 30, 2023	March 13, 2020 to September 30, 2024
District Approved Rate https://www.cde.ca.gov/fg/cr/documents/caresact20ent1.xlsx	District Approved Rate https://www.cde.ca.gov/fg/fo/r14/esserfii20result.asp	TBD https://www.sscal.com/publications/fiscal-reports/congress-approves-19-trillion-american-rescue-plan
Allocated based on 19/20 Title 1	Allocated based on 20/21 Title 1	Allocated based on 20/21 Title 1
<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing</p> <p>Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies</p> <p>Providing principals and others school leaders with the resources necessary to address the needs of their</p> <p>Staff training and professional development on sanitation and minimizing the spread of infectious disease</p> <p>Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)</p> <p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p> <p>Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA</p> <p>Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between</p> <p>Mental health services and supports</p> <p>Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing</p> <p>Discretionary funds for school principals to address the needs of their individual schools</p> <p>School facility repair and improvements to enable operation of schools to reduce risk of virus transmission</p> <p>Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in</p> <p>Developing strategies and implementing policies in</p>		



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Key Research

Targeted Tutoring

Targeted intensive tutoring, often referred to as high-dosage tutoring, consists of having the same tutor to work over an extended period of time (e.g., all year, every school day) on academic skills, such as math or reading. In the most effective versions, an individual tutor works with one or two students at a time, using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school and targeted to the student's academic needs.

Source: <https://edtrust.org/resource/targeted-intensive-tutoring/>

Features	More Effective		Less Effective	
Tutors	Certified teachers	Paraprofessionals	Trained volunteers	Peers
Student: Tutor Ratio	1-2: 1		3-4:1	
Curriculum	Skill-building curriculum		Homework help	
Training and Supervision	Pre-service & ongoing training & supervision	Pre-service training & a single additional supplemental training	Pre-service training only	No training
Location	During the school day complementing the regular class	During the school day substituting for the regular class	After school/ out of school	
How often & How Long	All year, every school day for an hour		Partial year	
Target Population	Younger students		Older students	

Expanded Learning Time (ELT)

Research shows expanded learning time (ELT) is one approach to helping historically underserved students catch up to meet high standards. ELT encompasses programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include after school, summer, and in-school programs.

Source: <https://edtrust.org/resource/targeted-intensive-tutoring/>

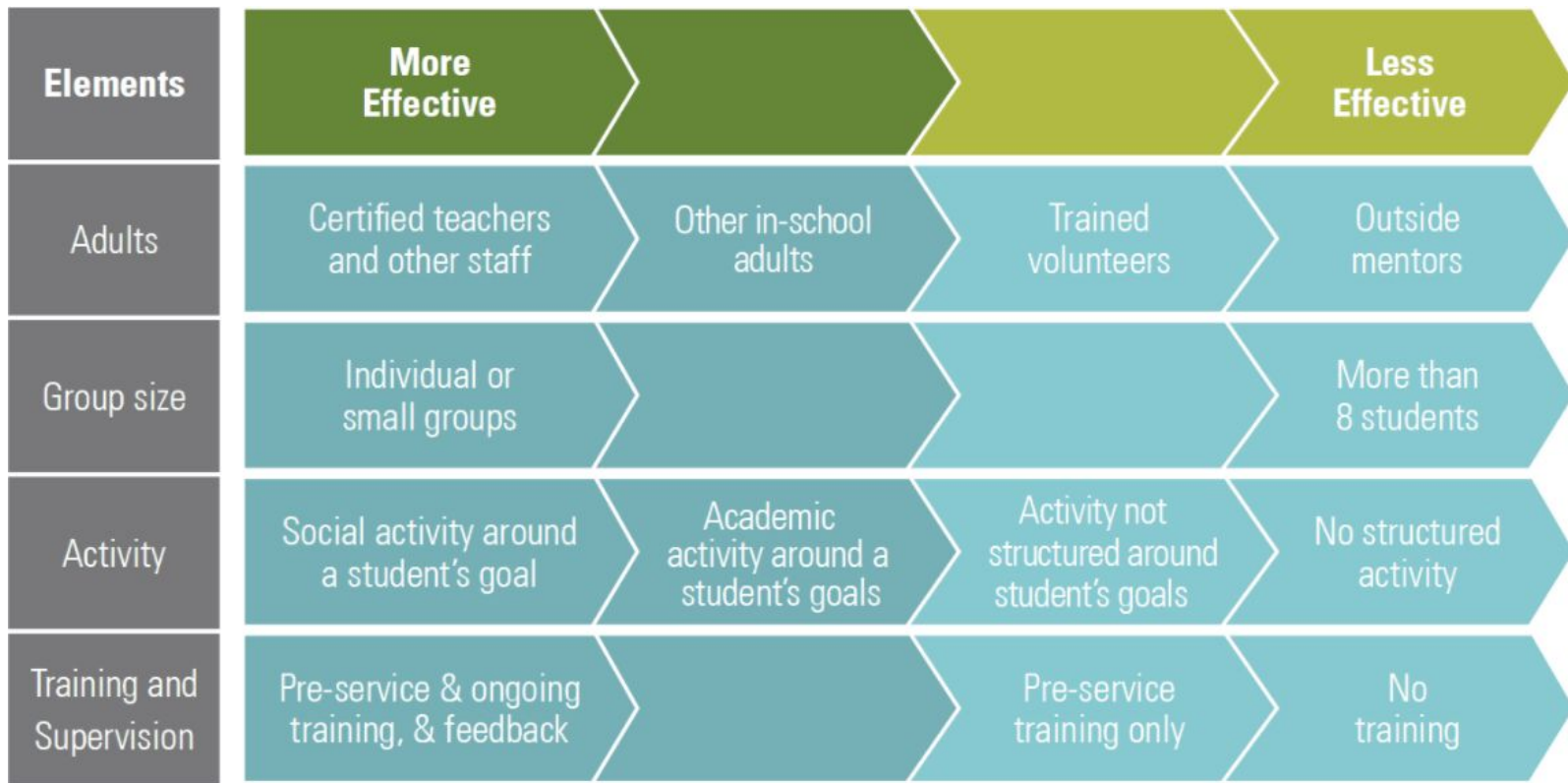
Features	More Effective	Less Effective		
Curriculum	Aligned, individualized, & high-quality curriculum	Clear program goals but not aligned to curriculum	No clear program goals	
Training and Coaching	Pre-service & ongoing training, & coaching	Pre-service training only	No training	
When and Where	During the regular school year	Mandatory summer programs	After school or weekends	
Attendance	Mandatory during the school day	Mandatory other times	Voluntary with incentives	Voluntary with no incentives
Total Annual Hours	Significant time (45-100 hours)	Too little time (less than 44 hours)	Too much time (more than 100 hours of reading)	
Class Sizes	10-15 students	15-20 students	20+ students	
Teachers	Certified teachers	Non-certified instructors		

Strong Relationships

Building and maintaining strong “developmental relationships” that reconnect students with adults in school buildings will matter more now and in coming months than in previous school years. Without these trusting relationships and connections, educators cannot catch students up.

Strong relationships between adults and students must include: expressing care, challenging growth, providing support, sharing power, and expanding possibilities (see related chart for explanations). Importantly, these relationship-building actions must be done with an equity lens, one that supports positive racial, cultural, and ethnic identity development.

Source: <https://edtrust.org/resource/the-importance-of-strong-relationships/>





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Areas of Focus to address Learning Recovery needs

Buckets

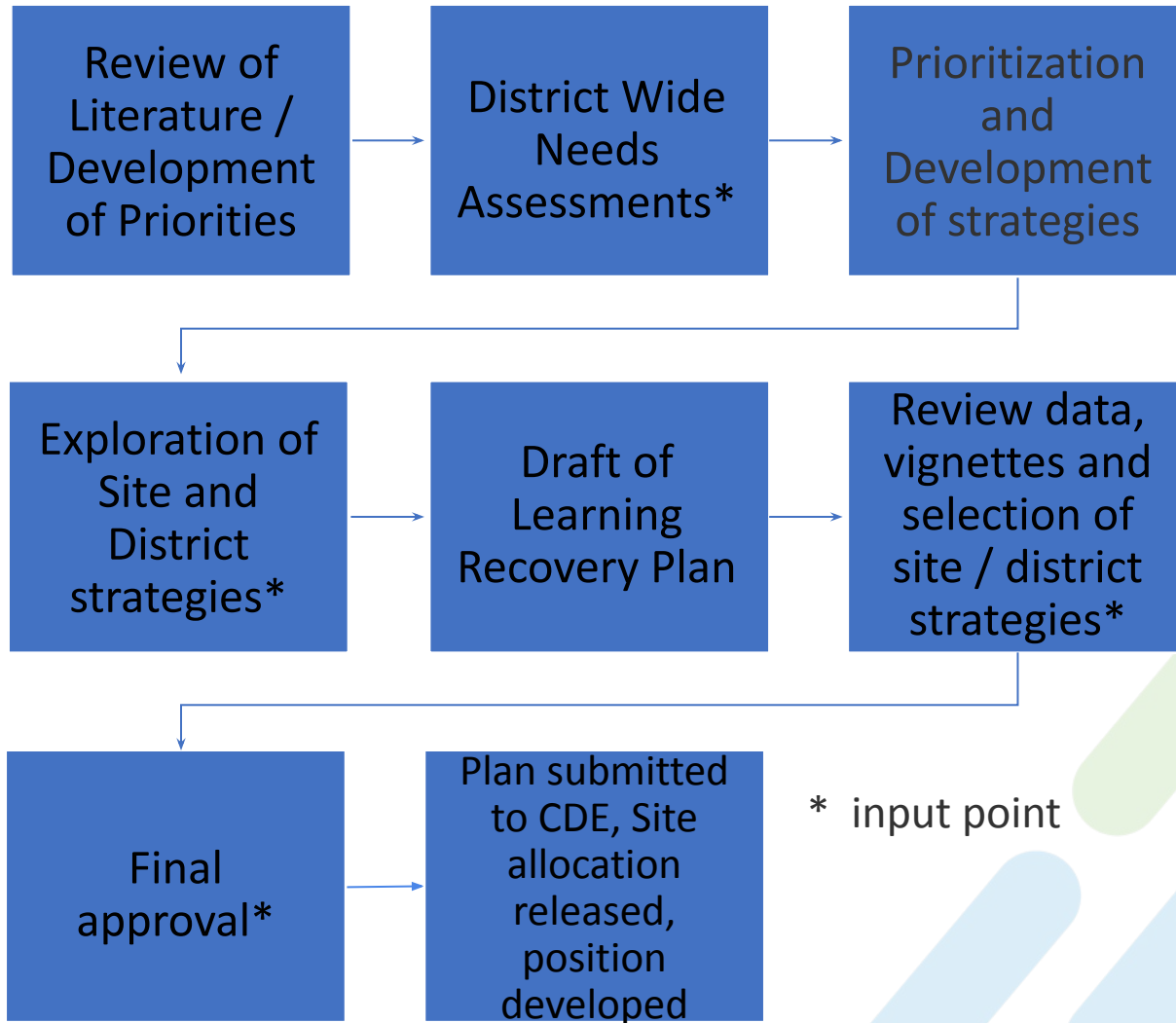
- Digital Divide
 - MVWSD Connect
- Social Emotional Supports
 - Funds for Activities
- Targeted Tutoring
 - Tutors
- Extended Learning
 - Funding for extended learning
- Professional Development
 - Coaches



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Engagement Process

Learning Recovery Process





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Considerations

Key considerations

- There will be district wide approaches that compliment individual site approaches
 - Needs, not wants, will drive actions
 - Not all needs will be addressed using these funds, others will have to be captured through individual site plans
- Funding is limited
- Long term strategies vs short term needs
- Chance for opportunity hoarding
- We will not please everyone



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Next Steps and Board Guidance

Next Steps

- Needs assessments will be completed - April 30th
- Trustees review needs assessment - May 6th
- Meet with various stakeholders - May 1 - 20th
- Final plan presented to Trustees - May 20th
- Final plan submitted - June 1

Questions for Trustees

- Are there “blindspots?” that should be added
 - areas of focus that we are missing from the aforementioned list (slide 13)

Mountain View Whisman School District

Agenda Item for Board Meeting of 4/24/2021

Agenda Category: FUTURE BOARD MEETING DATES

Agenda Item Title: Future Board Meeting Dates

Estimated Time:

Person Responsible:

Background:

May 6, 2021

May 20, 2021

June 3, 2021

June 17, 2021

Fiscal Implication:

Recommended Action: