

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
3939 Thirteenth Street
Riverside, California 92501

AGREEMENT FOR PROFESSIONAL SERVICES
College and Career Readiness
(District Expense)

This Agreement is entered into by and between the **Riverside County Superintendent of Schools**, hereinafter referred to as “SUPERINTENDENT,” and **Perris Union High School District**, hereinafter referred to as “DISTRICT”, each being a “Party” and collectively the “Parties”.

AGREEMENTS

1. **TERM:** The term of this Agreement shall be from **March 18, 2021** through **June 30, 2021**.
2. **SERVICES:**
 - A. SUPERINTENDENT agrees to provide services for DISTRICT as specified on **Attachment A, Detailed Listing of Services**.
 - B. Services will be provided by an instructor holding the proper credentials authorizing such services.
3. **PAYMENT:**
 - A. DISTRICT agrees to pay SUPERINTENDENT the amount of **\$15,000.00**, said amount being not less than the cost of providing said services, and payable within 45 days from receipt of an invoice(s).
 - B. In no event shall the total amount of this Agreement exceed the amount of **\$15,000.00** without the written modification and approval of the DISTRICT.
4. **NON-DISCRIMINATION:** DISTRICT shall not illegally discriminate against any individual, including, without limitation, with respect to the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including sexual orientation, gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), political belief or affiliation (not union related), military or veteran status, genetic information, or any other characteristic protected under applicable federal, state, or local laws. Harassment, retaliation, intimidation and bullying is also prohibited. DISTRICT shall comply with any and all applicable state, federal and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.
5. **TERMINATION:** Either Party may terminate this Agreement, in whole or in part, and without need for cause, by giving 30 day written notice stating the extent and effective date of termination.

Upon any termination pursuant to this Paragraph taking effect, SUPERINTENDENT shall cease all work and services to the extent specified in the termination notice, and DISTRICT shall pay

SUPERINTENDENT, in accordance with this Agreement, for all work and services performed prior to termination.

6. **INDEPENDENT CONTRACTOR:** SUPERINTENDENT, while engaged in the performance of this Agreement, is an independent contractor, and is not an officer, agent or employee of DISTRICT.
7. **WORKERS' COMPENSATION:** SUPERINTENDENT is aware of the laws of State of California requiring employers to be insured against liability for Workers' Compensation and shall comply with such laws during the term of this Agreement.
8. **FINGERPRINTING:** Education Code section 45125.1 and 45125.2 requires SUPERINTENDENT to verify that its employees and subcontractors who may have contact with pupils during the performance of this Agreement have not been convicted of serious or violent felonies as defined by statute. Compliance with the statute, including the fingerprinting requirements, is a condition of this Agreement, and DISTRICT reserves the right to terminate this Agreement at any time for noncompliance.
9. **OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA):** SUPERINTENDENT is aware of the Occupational Safety and Health Administration (OSHA) standards and codes as set forth by the U.S. Department of Labor, and the derivative Cal/OSHA standards, laws and regulations relating thereto, and verifies that all performance under this Agreement shall be in compliance therewith.
10. **ASSIGNMENT:** Neither this Agreement nor any duties or obligations under this Agreement may be assigned without the prior written consent of both Parties to this Agreement. Any assignment or purported assignment of this Agreement without prior written consent of the other Party will be deemed void and of no force or effect.
11. **MUTUAL HOLD HARMLESS:** The Parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents and employees, of and from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys' fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this Agreement by such indemnifying Party, or its officers, agents and employees.
12. **AMENDMENT:** This Agreement may only be amended in writing by the mutual consent of the Parties hereto.

By signing this Agreement, DISTRICT acknowledges and agrees to the terms and conditions including the following exhibits:

A. ATTACHMENT A-Detailed Listing of Services

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the day and year first above written.

Riverside County Superintendent of Schools
3939 Thirteenth Street
Riverside, CA 92501

Perris Union High School District
155 East Fourth Street
Perris CA 92570

Signed _____
Authorized Signature

Signed _____
Authorized Signature

Printed Name and Title

Printed Name and Title

Date _____

Date _____

ATTACHMENT A
Detailed Listing of Services

Perris Union HSD

Overview
<p>The Superintendent’s College and Career Readiness Unit will provide professional development services to Perris High School to improve the measurement of student learning. The professional development will create and implement tools that Perris High School teachers and school leaders can use to understand how the World Language Department and Algebra 1 teachers measure and report student learning at the course and department levels. The data gained through participating in the professional development will generate data and information reports that can then be used to improve student academic performance.</p> <p>Services and Professional Development Theory of Action:</p> <p>Data Literacy – The ability to read, work with, analyze, and communicate with data. The skill that empowers teachers to ask the right questions of data, gather information, and build knowledge to make decisions and communicate meaning to others.</p> <p>Systems Thinking – Systems thinking is a way of helping a person or group to view systems from a broad perspective that includes seeing overall structures, patterns, and cycles in systems, rather than seeing only a specific event in the system.</p> <p>Improvement Science – Improvement science focuses on exploring how to undertake quality improvement well. It involves applying research methods to help practitioners understand what system characteristics impact system outcomes and how to improve the quality of outcome targets.</p> <p>The expected benefits of the professional development include:</p> <ol style="list-style-type: none">1. Improve the accuracy of student performance measures as reported by course grades.2. Improve staff collaboration efforts to improve instructional practices and student learning outcomes.
Description of Service
<p>Project Design includes seven (7) modules.</p> <p>Module 1 Grade Distribution Analysis</p> <p><u>Guiding Questions</u> What is the distribution of letter grades in LOTE and Algebra 1 courses? What is the distribution of letter grades in LOTE and Algebra 1 courses across student groups and programs?</p> <p><u>Diagnostic Tools</u> SIS Query and overlay of courses with student demographic information. Transcript Analysis using course grades to analyze student access and success to Language Other Than English and Algebra 1 courses.</p>

Module 2

Analyze Teacher Practices Around Measuring Student Learning

Guiding Questions

What are teacher beliefs about and practices for measuring student learning?

What is the variance in teacher beliefs and practices when it comes to measuring student learning?

What is the level of teacher training, understanding, and use of standards-based grading practices?

Diagnostic Tool

Measuring Student Learning Teacher Survey

Module 3

Analyze Student Experience and Perceptions of Teacher Grading Practices

Guiding Questions

What are student perceptions of how the grades they earn in LOTE and Algebra 1 courses measure their learning?

To what degree do students understand how the grades they earn are calculated?

To what degree do students believe they control the grades they earn?

Diagnostic Tool

Measuring Student Learning Student Survey

Module 4

Analyze Syllabus for Core Courses for Content, Detail, and Essential Standards

Guiding Questions

How are existing course syllabus for LOTE and Algebra 1 courses formatted and what information do they contain?

To what degree do existing course syllabus guide instruction and assessment of student learning?

Diagnostic Tools

Crosswalk Template

Instructional Calendars and Lesson Plans

Teacher Interview/survey

Module 5

Analyze Essential Standards for Core Courses

Guiding Questions

What artifacts exist to demonstrate the development, existence, and use of essential standards in LOTE and Algebra 1 courses?

What level of professional development has been provided to teachers in the use of essential standards for the courses they teach?

To what degree are essential standards evident in instructional planning and assessment of student learning?

Diagnostic Tools

Analysis of existing essential standards.

Module 6

Analyze Grade Books for Correlation to Syllabus and Essential Standards

Guiding Questions

What is the correlation between the structure and content of course grade books and the essential standards for the course?

To what degree do course grade books record and report student performance for the course essential standards?

Diagnostic Tool

Crosswalk Template

Module 7

Analyze Grade Books for Evidence of Grading Practices

Guiding Questions

To what degree are non-academic factors included in grade books? Extra credit, zeros, re-takes late work, category weighting, etc.

What is the impact of non-academic factors being included in the grade book on grade distribution for the course and/or department?

Diagnostic Tool

Crosswalk Template

Summary of Service

Professional Development Costs and Resources

RCOE Staff Support – 80 Hours

Four (4) sessions June 7-10, 2021, are included in the contract

Shared Data Agreement – Existing

PUHSD staff release time and related compensation is not included in the contract.