

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Resource Development Associates, Inc.**  
**And**  
**Mt. Diablo Unified School District**  
**July 1, 2013 – June 30, 2014**

This Agreement is made on the 1st day of the month of July 2013 by and between Mt. Diablo Unified School District (hereinafter referred to as MDUSD) and Resource Development Associates, Inc. (hereinafter referred to as RDA).

**RECITALS**

- A. Whereas, RDA provides evaluation, grant writing and planning, MIS design, and, organizational development and other consulting services in the United States to non-profit, city and county governments and other public or private entities; and;
- B. Whereas, RDA has agreed to undertake specific projects for Mt. Diablo Unified School District as specified for the evaluation of School Improvement Grant (SIG) activities.

The purpose of this MOU is to outline the terms and conditions between Resource Development Associates, Inc. (RDA) and Mt. Diablo Unified School District (MDUSD) regarding the evaluation effort of the School Improvement Grant (SIG) – Cohort 2. The evaluation will include the following three school sites:

Meadow Homes Elementary  
Oak Grove Middle School

**I. SCOPE OF WORK**

See **Exhibit A** for the detailed Scope of Work and **Exhibit B** for the timeline for each activity/deliverable.

**II. COSTS AND PAYMENT FOR SERVICES**

RDA will invoice Mt. Diablo USD on a **monthly** basis for actual hours worked according to the following hourly rates:

|                    |       |
|--------------------|-------|
| Senior Associate   | \$150 |
| Associate          | \$120 |
| Research Assistant | \$85  |

Payment is due upon receipt of the invoice.

Total costs for all items under scope of work will not exceed **\$19,737**.

### III. CONFIDENTIALITY OF STUDENT DATA AND SECURITY OF DATA

#### a. Confidentiality

- RDA shall protect from unauthorized disclosure names and other identifying information, except for statistical information and summary data that does not identify the client.
- RDA shall not use such identifying information for any purpose other than carrying out the obligations under this agreement.
- RDA agree to inform all its employees, agents, and partners of the above provisions, and that any person knowingly and intentionally disclosing such information other than as authorized by law may be guilty of a misdemeanor.
- RDA agree to comply and to require its officers, partners, associates, agents and employees to comply with all applicable State or Federal statues or regulations respecting confidentiality, including but not limited to, the identity of persons, their records, or services provided them.

#### b. Security of Student Data

The Student Data will have the following security precautions:

- The Data Set only will be imported by RDA personnel into a web-based database on a server hosted by Microsoft Azure Cloud.
- The web-based database connection will be protected by data encryption, a 128-bit SSL Digital Certificate which encrypts all data transmissions, Azure Cloud's 24/7 security monitoring, and/or user-specific passwords and access levels available only to approved logins.
- The user-specific passwords and access levels are set and issued by MDUSD, who are responsible for preventing access to the data by unauthorized personnel, including terminated employees.
- The data will be retained and maintained by RDA at least until the State of California Department of Education and MDUSD SASS has approved the final evaluation report.
- All other Data sets will be maintained in appropriate files at RDA and will be password protected and further secured through user specific network authentication.

### IV. AMENDMENTS:

No amendments or additions to this Agreement shall be valid unless made in writing and signed by both Provider and a RDA officer including any attached Exhibits.

### V. TERM:

This Agreement shall be made from July 1, 2013 through June 30, 2014.

### VI. SIGNATURES:

Patricia Marrone Bennett, CEO, RDA \_\_\_\_\_

Rose Lock, Assistant Superintendent of SASS \_\_\_\_\_

John Bernard, Interim Superintendent \_\_\_\_\_

## Exhibit A: Scope of Work

The evaluation work will focus on the following questions:

1. To what extent is the implementation of strategies being carried out according to the improvement plan?
  - Is roll out of strategies adhering to the anticipated timeline?
  - What challenges have been encountered?
  - Are evidence based programs being implemented with attention to fidelity?
  - Have particular strategies been beneficial for different subgroups of youth?
2. In what ways has the Student Achievement and School Support Division been effective in supporting schools in the transformation process?
  - Are SASS Administrators accessible to school principals and staff as needed?
  - Are staff receiving adequate coaching and training to implement the transformation strategies?
  - Are SASS Administrators assisting with SIG curriculum roll out?
3. Are the transformation strategies making a difference for students and schools?
  - Are student achievement indicators improving?
  - Are school improvement indicators improving?
  - Are schools meeting stated SIG goals?
4. What lessons have been learned for disseminating successful strategies throughout the district and creating sustainable improvement?
  - For which subgroups of students are particular strategies most effective?
  - What district and school policies must be in place to implement selected strategies?
  - What support structures are needed to implement selected strategies?

### *Description of Data Sources*

- Student level data will be sent to the evaluator for analysis stripped of personal identifiers. Data will include: grade, demographics, Curriculum Associates benchmark measures, Math and English Language Arts CST levels, CELDT and ADEPT levels, attendance and truancy, and disciplinary referrals. Outcomes for each school year will be compared to past years and measured against the school's goals. Analyses will examine high need subgroups identified by the district and each school.

- School level data will be sent to the evaluator for reporting and will be compared to historical and district data. This includes the following performance indicators: instructional minutes, student participation rate on state assessments, dropout rate, teacher performance level, and teacher attendance rate.
- A focus group with the SASS team will generate information on successes and challenges in implementing the improvement strategies and providing support to the schools.
- Principal interviews will be conducted by RDA at the end of the year as a way to reflect on progress made on the school improvement strategies and their impact on the school as well as challenges encountered. This includes new or expanded curricula, change in school structure, and administrator training. In addition this will be an opportunity to assess the support provided by the SASS Division and opportunities for additional assistance. Interview questions will be generated with input from the SASS.
- Online teacher surveys at each of the four schools will be administered at the end of the year as an additional measure of progress made and challenges encountered in implementing improvement strategies. Teachers will be asked to provide feedback on each of the specific strategies implemented at their school. Adequacy of support and leadership provided to implement the transformation strategies and new curricula as well as to utilize assessment data to meet student instructional needs will also be assessed. Survey items will be generated with input from the SASS and principals.

### *Reporting & Synthesis*

- Quarter reports – RDA will support SASS in their preparation of the quarter reports.
- Annual Report – RDA will prepare a written report of findings from all quantitative and qualitative data (except CST data) for the schools individually and combined.
- A PowerPoint summary of the annual report will be created for use by SASS Division and principals for the purpose of sharing findings with stakeholder audiences (e.g., board, school staff, parents).
- RDA will facilitate twice-yearly in-person meetings with the SASS team and principals. During the first meeting, scheduled for Spring, RDA will work with the SIG team to plan for the qualitative activities and review implementation progress. In the Fall, RDA will lead participants in a reflection on findings, review of strategies and supports, and planning for the next year.

**Exhibit B: Budget**

| <b>TIMEFRAME</b>                      | <b>ACTIVITY/DELIVERABLE</b>   | <b>COST 2013-2014</b> |
|---------------------------------------|---|-----------------------|
| <b>Planning &amp; Communication</b>   |   |                       |
| August 2013                           | Initial planning meeting and finalize evaluation plan and contract              | \$1,192               |
| Feb. & Oct. 2014                      | In person meetings with SASS administrator and principals                       | \$950                 |
| Ongoing                               | Check-ins with SASS School Support Administrator                                | \$2,500               |
| Periodically                          | Work with school and district personnel to obtain data                          | \$1,600               |
| <b>Data Collection &amp; Analysis</b> |   |                       |
| Feb-Mar 2014                          | SASS Administrator interview: draft, revise, conduct, analyze                   | \$1,000               |
| Mar-April 2014                        | Principal interviews: draft, revise, conduct, analyze                           | \$1,275               |
| April-May 2014                        | Teacher survey: draft, revise, roll out, analyze                                | \$2,125               |
| Jun-Sep. 2014                         | Student level data: combined and for two schools                                | \$3,675               |
| June 2014                             | School level data: obtain and write up, assumes no independent analysis         | \$875                 |
| <b>Reporting</b>                      |   |                       |
| July-Aug 2014                         | Summary report of qualitative activities: schools combined and school specific  | \$1,995               |
| Sept-October, 2014                    | Annual Report: Qualitative and quantitative (CST); combined and school specific | \$1,900               |
| October 2014                          | Summary PowerPoint  | \$1,250               |
|                                       | <b>TOTAL</b>  | <b>\$19,737</b>       |