

**MEMORANDUM OF UNDERSTANDING
REGARDING COOPERATION
Between the**

HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION

And the

Santa Monica-Malibu Unified School District / Santa Monica High School

I. INTRODUCTION

This **Memorandum of Understanding** (“MOU”) is entered into this 5th day of December, 2018, by and between the **HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION** (“HTH GSE”), and the Santa Monica-Malibu Unified School District/ Santa Monica High School (“LEA”).

HTH GSE and the LEA share the goal of using continuous improvement to increase the number of Black, Latinx and low-income students who apply, enroll and ultimately go to 4-year college. The LEA and HTH GSE wish to share their respective strengths and resources to support initiatives that advance this common goal in Southern California.

A. PURPOSE OF MEMORANDUM

This MOU sets forth the understandings and intentions of LEA and HTH GSE with regard to their shared goal and provides a framework for cooperation. It outlines the background; roles and responsibilities; and financial obligations of the LEA and HTH GSE for their collaboration on the implementation of a district plan that will help support the launch of the **CARPE Network** (“CARPE”) funded by the **Bill & Melinda Gates Foundation** (“Foundation”).

II. TERM

The term of this MOU shall be from the date it is signed through the end of June 2024. Either party may terminate this MOU for cause resulting from breach of the other party upon providing ninety (90) days advance written notice and an opportunity to resolve the issue with the other party.

III. COMMITMENT

The parties acknowledge that it is vital to the success of the program that HTH GSE deliver and LEA take part in all of the activities required during the duration of the grant.

A. LEA RESPONSIBILITIES

- Attend and participate in three two-day convenings each year in San Diego. Each school will bring a team composed of relevant personnel including a school administrator, 1-2 college counselors, a data person, 1-2 senior teachers/advisors involved in the college application process, and district leadership. *Team participation should be consistent to ensure continuity of the work.*
- Team members will also participate in required as well as optional virtual convenings during the action periods between these in-person events.
- Designate a member of the team who will serve as a Lightning Rod, coordinating the work of the team during action periods and serving as a liaison to CARPE. This person will participate in biweekly coaching calls with HTH GSE faculty and other Lightning Rods, and may receive additional training to build their capacity as an improvement coach.
- Engage in a series of iterative learning cycles during the action periods between convenings to understand their system, identify and explore root causes, and test/adapt “high-leverage” interventions that support college access.
- Collect and share college access data—including, but not limited to, the data outlined in Section 3B—with HTH GSE in a timely manner at several required points throughout the year to assess progress and guide improvement efforts.
- Distribute and support the completion of annual surveys to assess student, faculty and parent perceptions of school climate and support for college access.

B. DATA SHARING

To measure the effectiveness of this continuous improvement grant, HTH GSE on behalf of CARPE will gather student level data. The table below outlines the data that CARPE seeks to obtain from the district. All student level data should be reported using non-identifiable student IDs that remain consistent throughout the project (no student names). CARPE will specify the format for sharing. This data will be used by HTH GSE to report results as specified in the grant agreement between HTH GSE and the Foundation.

Data Source	Frequency	Student Population
School	Annually	12th Grade
Student Unique Identifier	Annually	12th Grade
Race	Annually	12th Grade
Ethnicity	Annually	12th Grade
SED Status	Annually	12th Grade
SPED status	Annually	12th Grade

English Learner/Limited English Proficiency	Annually	12th Grade
Gender	Annually	12th Grade
First Generation College Student	Annually	12th Grade
UC GPA	Annually	12th Grade
Cal Grant GPA	Annually	12th Grade
FAFSA Completion	Annually	12th Grade
Cal Grant Award	Annually	12th Grade
Highest SAT Score	Annually	12th Grade
Highest ACT Score	Annually	12th Grade
College Reported Attending	Annually	12th Grade
Attending a Four Year College	Annually	12th Grade
Applied to at Least One Four Year College	Annually	12th Grade
Applied to at Least Four Four Year Colleges	Annually	12th Grade
Accepted to at Least One Four Year College	Annually	12th Grade
College / Career Prepared (CA Dashboard Measure)	Annually	12th Grade
Met A-G Requirements	Annually	12th Grade

De-identified student-level row level data will be shared with Double Line Inc., the Data Services Partner identified by the Foundation to ensure secure data sharing. Double Line Inc. will facilitate sharing of non-identifiable student-level data in aggregate form using appropriate suppression methods to the Foundation, as well as Foundation identified partners including the Center for Public Research and Leadership at Columbia University, Catalyst Ed, and Partners in Network Improvement. In addition, non-identifiable student-level data will be shared by Double Line Inc. with summative evaluator(s) in non-aggregated form.

In addition to the data specified above, CARPE will collect data from schools to monitor outcomes of their PDSA cycles. This data includes, but is not limited to, FAFSA completion, Cal Grant Awardance, transcripts, and other college access milestones. LEAs will distribute and support the completion of annual surveys to assess student, faculty and parent perceptions of school climate and support for college access. Finally, CARPE will collect College Clearinghouse Student Tracker data from the LEA.

C. Software Platforms

To help schools best utilize software platforms to achieve network goals, CARPE will provide optional support to schools in using a college access database and a text messaging service. CARPE will provide access to appropriate software and provide technical assistance to school

staff in the use of these tools. CARPE staff may interact with student level data as part of providing technical support to schools on these platforms. Schools retain the exclusive right to schedule and send all text messages sent on the texting platform. CARPE staff retain the right to produce aggregated reports without exposing any student level identifiers on the data housed within these software platforms.

D. CARPE RESPONSIBILITIES

HTH GSE staff serve as a hub for CARPE. Specifically, CARPE will:

- Provide coaching and content expertise around continuous improvement and college access to all participating LEA teams
- Partner with LEA teams to develop their continuous improvement capacity and support LEA teams in engaging in learning cycles to achieve network goals
- Support LEA teams in developing systems to gather college access data at key points in the year and use this data to guide learning
- Convene the CARPE Network in-person and virtually to build connections across the network, share resources, and accelerate our collective learning
- Curate key findings and practices that support college access for CARPE members and external audiences

Additionally, both LEA and HTH GSE will work together to achieve the objectives, which are outlined below.

E. OBJECTIVES FOR THE PROJECT

The LEA and the HTH GSE agree to work collaboratively to increase the number of Black, Latinx and low-income students who apply, enroll and ultimately go to 4-year college. To achieve this shared goal, we will focus on four critical drivers of college matriculation:

- 1) Financial Access in terms of FAFSA completion and Cal Grant awardance, which provides up to \$50,000 tuition relief to low- and moderate-income California students meeting certain academic requirements.
- 2) Supporting students and families with the college application process, including helping them identify “safety,” “match,” and “reach” schools.
- 3) Fostering a sense of belonging so students see themselves as people who belong and can succeed in college.
- 4) Reducing summer melt, where students fail to enroll in college once admitted.

IV. COMMUNICATIONS AND PUBLICITY

- A. LEA and CARPE intend to communicate regularly with each other to coordinate their efforts under this MOU via phone, email, videoconference, and meetings.

B. For purposes of the work performed under this MOU, LEA and HTH GSE will be represented by the persons holding or acting in the following positions. Each will coordinate the work and efforts of their respective institutions in collaboration with their colleagues at their respective institutions:

- **For LEA:** Dr. Irene Gonzalez-Castillo, Dir. Curriculum & Instruction
Dr. Antonio Shelton, Principal, Santa Monica High
- **For High Tech High GSE:** Edgar Montes, CARPE Project Co-Director
Rodrigo Arancibia, CARPE Project Co-Director

C. LEA must obtain HTH GSE's written approval before (a) issuing a press release or other public announcement regarding this grant; and (b) any other public use of CARPE name or logo. Please email either of the names above from CARPE to request permission.

V. PAYMENT AND INVOICING

A. Under the terms of this agreement, HTH GSE shall reimburse the LEA for any travel and substitute pay costs incurred to fulfill the obligations stated in the LEA responsibilities. Travel and other travel related expense reimbursement claims shall not exceed the HTH GSE travel policy and procedures of the State of California. LEA will complete the necessary expenses reporting documentation and submit to CARPE for reimbursement.

VI. RELATIONSHIP OF PARTIES

Nothing contained in this Understanding shall authorize, empower, or constitute either party as the agent of the other; authorize or empower either party to assume or create any obligation or responsibility whatsoever, express or implied, on behalf or in the name of the other party; or authorize or empower either party in any manner to make any representation, warrant, covenant, agreement, or commitment on behalf of the other; without the express written consent of the other party.

Date Signed: 3.5.19

Santa Monica Malibu U.S.D.

By:

Name: Dr. Jacqueline Mora

HTH GSE

By:

Name: Ben Daley

Title: Assistant Superintendent, Educational Services

Title: Provost

Date: 03/04/2019

Date: _____

Participating LEA Schools:

School Name Santa Monica High School

Primary Contact Dr. Antonio Shelton

Signature _____