



Agreement between
SUNNYVALE ELEMENTARY SCHOOL DISTRICT (Sunnyvale, CA)
and **PERFORMANCE FACT, Inc.**
regarding Development of a District Strategic Plan
and Alignment to the LCAP

BACKGROUND

This Agreement outlines the scope of professional services that Performance Fact, Inc. will provide to **SUNNYVALE ELEMENTARY SCHOOL DISTRICT** ("Client"). It has been prepared in order to align Performance Fact and the Client on common purpose and to ensure outcomes that are fair and just for all parties.

1. PARTIES

This Agreement is made in September 2023 between the Client and Performance Fact, Inc. The project manager for the Client is Dr. Michael Gallagher, Superintendent of Schools. The project manager for Performance Fact, Inc. is Mutiu Fagbayi, President/CEO. This Agreement covers the period from October 2023 to June 2024. It is generally understood that additional individuals designated by the Client and Performance Fact project managers may play significant roles during certain phases of this project.

2. SCOPE OF WORK

This Agreement will be executed in **two phases**:

- **Phase I:** Development of a **Strategic Plan**, to be conducted between October 2023 – February 2024;
- **Phase II:** Alignment of the **LCAP** to the Strategic Plan, to completed in Spring 2024.

See Exhibit A (attached) for additional details.

3. PAYMENT/EXPENSES

The Client will pay Performance Fact a total of **\$96,475** for professional services for the 2023-2024 school year, according to the estimates and scope of work outlined in *Exhibit A*.

The amount will cover fees for professional services and expenses associated with the project, including, development and compilation of presentation materials and ongoing communication with the Superintendent, the Board, and communities of interest.

Scope of work and professional fees associated with the *implementation* of the Strategic Plan during 2023-2024 SY and/or future school years are not included in this Agreement. Actual scope and fees for future year(s) will be agreed to by the Client, if the Client chooses Performance Fact as an *implementation-phase* partner.

4. RESCHEDULING/CANCELLATION POLICY

Rescheduling/Cancellations of Specific Events/Activities per Contract:

- More than 30 days prior to scheduled date: No additional charge
- Less than 30 days before scheduled date: \$500 additional fee payable by Client.

5. LOGISTICS

The Client or its designee(s) will oversee all logistics related to meetings, workshops and other gatherings associated with this project, including participants' access to zoom (or equivalent) web conferencing, when applicable.

6. PAYMENT SCHEDULE

Performance Fact will invoice the Client according to the following schedule.

November 15, 2023	\$48,475
December 15, 2023	\$12,000
February 15, 2024	\$12,000
April 15, 2024	\$12,000
May 15, 2024	\$12,000

7. DISPUTE RESOLUTION

If a dispute arises out of or relates to this Agreement or a breach of this Agreement, and that dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation through the Commercial Mediation Rules of the American Arbitration Association, before resorting to arbitration.

In the event the dispute is not resolved by mediation, the parties agree to resolve the conflict through arbitration under the rules of the American Arbitration Association.

8. EQUAL EMPLOYMENT OPPORTUNITY

Performance Fact does not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, age, disability, or marital status.

9. OWNERSHIP OF MATERIALS

Performance Fact will be using propriety material during portions of the Contract. Such material shall remain the exclusive property of Performance Fact and shall not be further disseminated without the express written consent of Performance Fact. In the event written permission is granted, acknowledgement of source for all Performance Fact proprietary materials, tools, processes, etc. is required.

CONTRACT TERMS ACCEPTED:

PERFORMANCE FACT SIGNATORY

MUTIU O. FAGBAYI

Name



Signature

President/CEO

Title

September 14, 2023

Date

SUNNYVALE ELEMENTARY SD SIGNATORY

Name (Please Print)

Signature

Title

Date

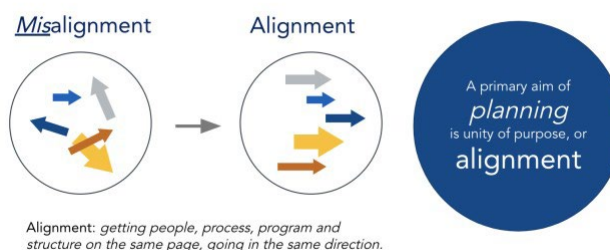
MOVING FORWARD AS ONE™

Phase I: Development of a Comprehensive Strategic Plan 2023-2024 SY

Why Plan?

A primary purpose of planning is to facilitate unity of purpose, or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

Why Plan?



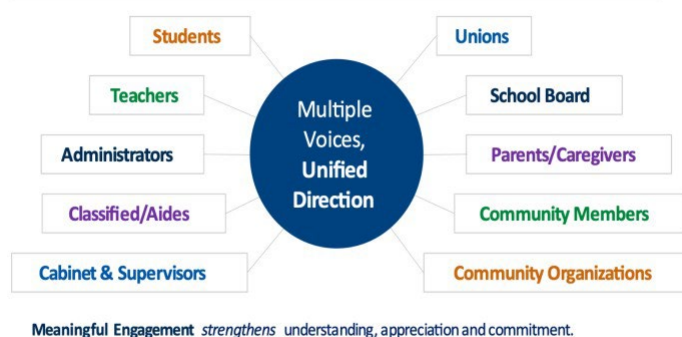
To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's diverse stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development* of the plan itself.

Embracing Diverse Voices & Perspectives

Performance Fact's strategic planning process utilizes a series of stakeholder-teams to guide clients through the development of a strategic alignment plan that embraces the community's diverse voices.

Each school system defines its relevant stakeholders, mindful of the paramount importance of broad-based, equitable representation within and across stakeholder groups.

Embracing Diverse Voices & Perspectives



While the configuration of the diverse groups may vary from one system to another, four teams are required in order to ensure equitable, diverse, and informed voice and a well-developed strategic plan, namely: Student Voice Team, Core Planning Team, Instructional Focus Team, and Community Forum.

Community-wide Planning Teams

Core Planning Team (CPT) consists of a cross-section of all stakeholders, including students whenever possible. Because the team includes internal and external stakeholders, it takes the lead in setting the broad direction for the plan, including the Portrait of a Graduate; Vision, Mission, and Core Values; Goals, Measures and Benchmarks of Student Success; the "Four Pillars" (or building blocks) of educational practices, programs and structures; educational strategies; and the roadmap for disciplined implementation of the strategic plan.

The Core Planning Team cuts across all stakeholder-groups. The other teams offer opportunities for "reality check" or focused listening sessions with subsets of the stakeholders, as appropriate. The number and types of "reality check" sessions are customized to the unique context of each community. This team can have 20-150 members, as appropriate.

Student Voice Team (SV) consists of 30-100+ students who represent the diversity among all students (e.g., demographic, academic, attitudinal, dropouts, graduates, etc.). The team serves as the direct voice of the entire student body. Some of the students on this team may also serve on the Core Planning Team. In addition to the focus group discussions with a sampling of all students, we administer online surveys to all students in Grades 3-12, to solicit their feedback about their schooling experiences. (Optional: Parent/Caregiver and Teacher/Staff surveys could be administered as well, if requested by the client. Those surveys are priced separately, based on the number of stakeholders, the number of questions, and the level of survey analysis requested by the client).

Instructional Focus Team (IFT) takes the lead in identifying the professional practices that will enhance instructional effectiveness. The team consists of at least one teacher from each school, all (or representative sampling) of principals and other school administrators, and district-level teaching & learning coaches, facilitators, support staff, etc.

Principals/Administrators Team (P/A) provides school and district-level administrators an avenue for staying abreast of and guiding the work of the other groups, particularly since these school and district leaders will be directly responsible for overseeing the implementation of the plan.

Alignment Team (AL) consists of key decision-makers or opinion shapers from the key institutions within the community (e.g., school system, parent & community leaders, union, business/higher education, community-based organizations, governmental entities, faith-based groups, etc.). The team size, membership, scope of involvement, or formal vs. informal structure depends on the local context and need.

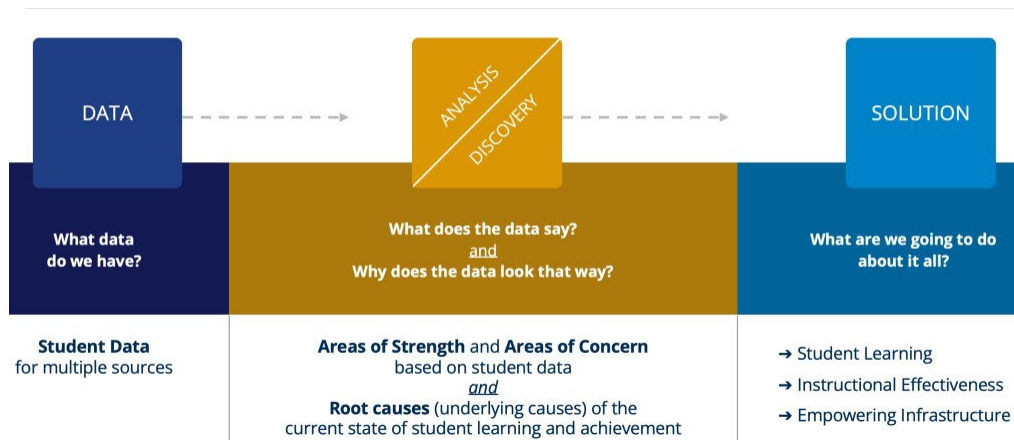
Community Forum (CF) provides every resident an opportunity to participate in and influence the direction of the strategic plan *prior to its completion and formal adoption* by the Board. Community Forums are "reality check" sessions that are held at multiple times and in multiple locations throughout the community. The insights from the Community Forums are shared with the Core Planning Team for integration into the strategic plan, as appropriate.

Campus/Department "Reality Check" (C/D) offers all district employees – at the school site or in district support position – an opportunity to provide input and feedback prior to the formal adoption of the plan. The structure of the "reality check" is flexible, as long as all staff (or groups broadly representative of all staff) have a chance to voice their perspective. Those perspectives are presented to the Core Planning Team for integration into the formal plan, as appropriate.

Board Review (BD) ensures that the school Board is continually kept abreast of the progress of the strategic planning process. The updating process could be via formal presentations at periodic intervals, or through ongoing reporting by the Superintendent or Board-designated strategic planning point-person(s). The Board is encouraged to share its views regarding the ongoing planning process and emerging outputs; however, the Board is urged to defer formal action on the strategic plan until it is presented by the Superintendent for formal adoption *at the end of the planning process*.

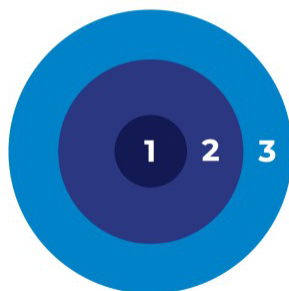
Key Components of the Strategic Planning Framework

A Data-driven, Equity-focused Planning Process



Equity-Centered Strategic Plan

"Keeping ends and means in proper sequence."



1. Student Learning

- Vision/Mission/Core Values/Promise
- Portrait of a Graduate
- Goals, Excellence Targets, Measures of Student Progress

2. Instructional Effectiveness

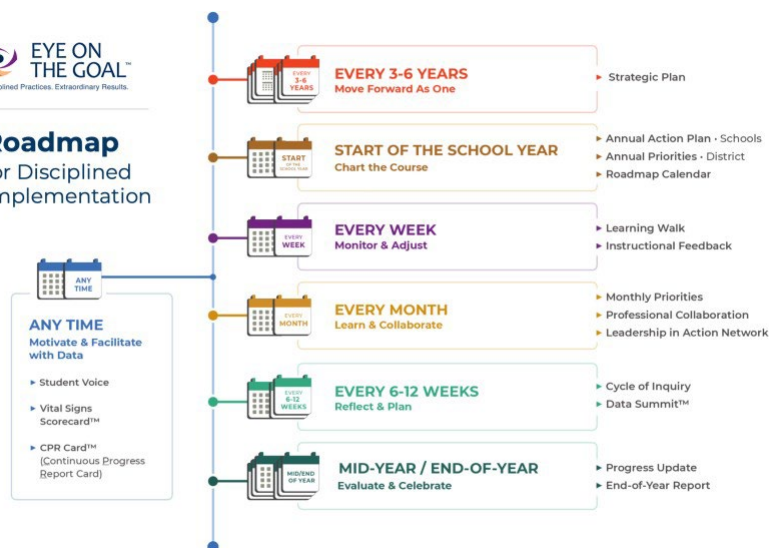
- "Four Pillars" (Building Blocks)
- Strengthening the Instructional Core

3. Empowering Infrastructure

- Strategy Map: Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation



Roadmap for Disciplined Implementation



Step-by-Step

D A T A

What data do we have?

Student Data	<i>Compile multi-year student data from multiple sources.</i>	○
Student Voice	<i>Gather student voice data, including: online surveys; focus group discussions; insights from Student Voice team; etc.</i>	○
Equity Indicators & Measures	<i>Compile comprehensive data on current state of student learning, experiences, and performance (based on the Indicators and Measures in <u>Monitoring Educational Equity</u> by the National Academies of Sciences, Engineering & Medicine; 2019)</i>	○

A N A L Y S I S

What does the data say?

Analysis of Student Data	<i>Analyze qualitative and quantitative student data; determine highest-priority Areas of Strength and Areas of Concern, based solely on student data.</i>	○
Equity Audit: Student Experiences	<i>Analyze disparities in student outcomes and access to opportunities and resources (based on the indicators of educational equity of the National Academies of Sciences, Engineering, and Medicine); determine the “equity challenges.”</i>	○

D I S C O V E R Y

Why does the data look that way?

Assessment of the Standards-aligned Instructional System	<i>Assess the effectiveness of core academic programs relative to the components of a standards-aligned system: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials & Resources; F – Interventions & Acceleration. Consider additional complementary dimensions: Professional Development and Leadership Capacity-building</i>	○
Root-cause Analysis	<i>Determine the underlying causes of the current state of student learning, growth, and success.</i>	○

SOLUTION

What are we going to do about it all?

1. Student Learning		
Equity Commitment	Articulate the district's and community's stance and expectations regarding equitable access and opportunity for all students.	
Portrait of a Graduate	Define the qualities and attributes of a high school graduate: the knowledge, skills, and disposition of a graduate equipped for success at the next level.	TBD
Core Purpose / Promise	Clarify the vision, mission, and core values of the organization <u>or</u> the Promise to our students	○
Goals, Excellence Targets, Measures of Student Progress	Articulate the goals for student success; set the excellence targets; define the measures of student progress.	○

2. Instructional Effectiveness		
"Four Pillars"	Define the building blocks of a coherent, durable framework, or theory of action; i.e., the capabilities that must be developed to realize the outcomes for students.	○
Strengthening the Instructional Core	Outline the priorities for continuous improvement of each component of standards-aligned instructional system for the core subjects: A – Standards; B – Assessments; C – Curriculum; D – Instruction; E – Instructional Materials & Resources; F – Interventions & Acceleration. Also: Define the Professional Development and Leadership Capacity-building to facilitate effective practices.	○

3. Empowering Infrastructure		
Strategy Map & Key Actions	Define system-level strategic priorities to support students and schools, and to cultivate a high-trust, equitable, continuous learning, and accountable culture. Define equity-focused high-impact strategies, processes, and for each Goal or Pillar (as appropriate).	○
Roadmap for Disciplined Implementation	Develop a detailed roadmap for disciplined implementation, including explicit milestones Include guidelines for equitable allocation of resources, with particular attention to closing/eliminating disparities in outcomes and access among student-groups. for Implementation Year 1 and an outline for Year 2 and Year 3.	○

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Phase II: Aligning the LCAP with the Strategic Plan 2023-2024 SY

According to the California Department of Education (CDE), the Local Control and Accountability Plan (LCAP) is “a tool for local educational agencies (LEA) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.”

This section outlines the professional services that Performance Fact will provide to Sunnyvale Elementary School District (SESD) regarding the development of a LCAP that meets the guidelines and outcomes specified by the State. Specifically, the proposal delineates how Performance will facilitate the completion of four key areas of the LCAP process, namely: (a) Engaging Educational Partners; (b) Goals and Actions; (c) Increased or improved Services for Foster Youth, English Learners, and Low-Income Students; and (d) Plan Summary.

Furthermore, this Phase II process focuses on aligning the LCAP to the comprehensive Strategic Plan to be completed in Phase I of this Contract. Phase I (i.e., *Comprehensive Strategic Plan*) is scheduled for completion in January/February 2024. Phase II (i.e., *Aligning the LCAP*) is scheduled for completion in Spring 2024.

The scope does not include professional services for the *implementation, monitoring and evaluation* phases of the Strategic Plan or the LCAP. Professional services associated with those latter phases – if requested by the district – will be discussed at the conclusion of the planning phases.

Aligning the Strategic Plan & the LCAP

LCAP Process Requirements	Alignment to Strategic Plan
<p>A. Engaging Educational Partners Embracing the diverse voices of the district’s students, staff, families, and educational partners is central to the LCAP process.</p> <p>Engagement of those multiple perspectives will be accomplished through a variety of approaches, including:</p> <ul style="list-style-type: none"> ○ Survey of students, teachers, leaders, and staff to assess current state of student and school success and to recommend goals and strategies for improving student outcomes, professional practices, and community engagement (already initiated by the district) ○ Community forums within each school’s boundaries to gather feedback and recommendations ○ Targeted sessions that focus on the perspectives, needs, and recommendations of “affinity groups.” <p>The engagement sessions will be conducted in ways that enable equity of voice and participation for the district’s diverse partners.</p>	<p>Formation of multiple Community Planning Teams and listening / “reality check” sessions, including:</p> <ul style="list-style-type: none"> • Student Voice Team • Core Planning Team • Instructional Focus Team • Alignment Team • Community Forums • Principal/Admin/District Leadership Team • Campus/Department Feedback • Board Updates <p>During the Winter/Early-Spring 2024 phase when the detailed LCAP will be developed, additional targeted community engagement may be conducted as needed. Specifically, educational priorities and milestones of progress (i.e., specific tasks, date, and lead person) will be identified.</p>
<p>B. Goals & Actions According to CDE guidelines: “Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal.”</p> <ul style="list-style-type: none"> • Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured. • Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics. • Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows 	<p>The following dimensions of the Strategic Planning process will provide insights into the <i>Goals & Actions</i> requirement of the LCAP:</p> <ul style="list-style-type: none"> • Analysis of student data from multiple sources • Assessment of the current state of instructional programs and professional practices • Portrait of a Graduate • Goals, Excellence Targets, and Measures of Student Progress • “Four Pillars” (Building Blocks), Core Instructional Priorities, Educational Strategies • Roadmap for Disciplined Implementation

<p>an LEA to track performance on any metrics not addressed in the other goals of the LCAP.”</p>	
<p>C. Increased or Improved Services for Identified Student-Groups</p> <p>Based on CDE guidelines: “<i>Increased or Improved Services</i> section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements.</p> <p>Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.”</p>	<p>The needs of identified student-groups – including foster youth, English learners, and low-income – will be spotlighted and addressed at multiple points in the process:</p> <ul style="list-style-type: none"> • Analysis of student data from multiple sources, disaggregated by student-groups to tease out equity of access and outcomes by student-group; • Assessment of the current state of instructional programs and professional practices, including intervention and supports based on students’ strength and needs; • Goals, Excellence Targets, and Measures of Student Progress to facilitate equity in outcomes • Strategies and key actions aligned to needs of targeted student-groups
<p>D. Plan Summary</p> <p>Based on CDE guidelines: “A well-developed <i>Plan Summary</i> section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.”</p> <p>The Plan Summary section will include:</p> <ul style="list-style-type: none"> • <i>General Information</i> • <i>Reflections: Successes</i> • <i>Reflections: Identified Need</i> • <i>LCAP Highlights</i> • <i>Comprehensive Support and Improvement</i> • <i>Monitoring and Evaluating Effectiveness</i> 	<p>The information for the Plan Summary requirement of the LCAP will be derived from highlights of the “three circles” of the Strategic Plan framework (see page 5), namely:</p> <ul style="list-style-type: none"> • Student Learning • Instructional Effectiveness • Empowering Infrastructure <p>Furthermore, the final strategic plan will consist of <u>two</u> documents:</p> <ol style="list-style-type: none"> (a) A 4-page “readers’ digest” version, designed to be accessible to all LEA partners regardless of their level of “educational savvy” (b) A full report (typically 20-32 pages) intended for practitioners and decision-makers. <p>The LEA is encouraged to provide one or both versions in multiple languages, as needed.</p>

Fees for Professional Services

Phase I: Development of a Community-wide Comprehensive Strategic Plan (October 2023-February 2024)	\$87,500
Phase II: Alignment of Strategic Plan and LCAP (March-April 2024)	\$26,000
<i>Subtotal</i>	\$113,500
<i>Less Professional (15%)</i>	<i>(\$17,025)</i>
Contract Total	\$96,475

Your invoice is ready!

Total \$48,475.00

BALANCE DUE **\$48,475.00**

Dear Dr. Michael Gallagher,

I hope this email finds you well. Please find attached, your invoice.

If you have any questions or concerns, or if there is anything I can do to help expedite the payment process, please let me know.

You can reach us at contact@performancefact.com or at 510-568-7944.

We appreciate your business.

Thank You,
Performance Fact, Inc.

[View details](#)

Performance Fact, Inc.
4022 Balfour Ave
Oakland, CA 94610
contact@performancefact.com
(510)568-7944
www.performancefact.com

INVOICE

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Dr. Michael Gallagher

Bill to
Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Ship to
Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Invoice details
Invoice no.: 1666
Terms: Net 30
Invoice date: 01/24/2024
Due date: 02/23/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		Development - Strategic Plan Strategic Planning Services		1	\$12,000.00	\$12,000.00
Total						\$12,000.00

Note to customer
Invoice 2 of 5

INVOICE

Performance Fact, Inc.
4022 Balfour Ave
Oakland, CA 94610

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Dr. Michael Gallagher

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Invoice details
Invoice no.: 1673
Terms: Net 30
Invoice date: 02/16/2024
Due date: 03/17/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		Development - Strategic Plan Strategic Planning Services		1	\$12,000.00	\$12,000.00
Total						\$12,000.00

Note to customer
Invoice 3 of 5

INVOICE

Performance Fact, Inc.
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Oakland, CA 94610

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Dr. Michael Gallagher

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Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Ship to
Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Invoice details
Invoice no.: 1681
Terms: Net 30
Invoice date: 04/15/2024
Due date: 05/15/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Development - Strategic Plan	Strategic Planning Services	1	\$12,000.00	\$12,000.00

Total

\$12,000.00

Note to customer
Invoice 4 of 5

INVOICE

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Dr. Michael Gallagher

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Dr. Michael Gallagher
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Sunnyvale, CA 94086

Ship to
Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Invoice details
Invoice no.: 1690
Terms: Net 30
Invoice date: 05/21/2024
Due date: 06/20/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Development - Strategic Plan	Strategic Planning Services	1	\$12,000.00	\$12,000.00

Total\$12,000.00

Note to customer
Invoice 5 of 5



PERFORMANCE **FACT**

THINK. BELIEVE. MOVE MOUNTAINS.

Scope of Professional Services for 2024-2025 SY

SUNNYVALE SCHOOL DISTRICT

Dr. Michael Gallagher, *Superintendent*

Sunnyvale, CA | 9 July 2024

This Agreement outlines the scope of professional services that Performance Fact, Inc. will provide to **SUNNYVALE ELEMENTARY SCHOOL DISTRICT** ("Client"). It has been prepared in order to align Performance Fact and the Client on common purpose and to ensure outcomes that are fair and just for all parties.

1. PARTIES

This Agreement is made between the Client and Performance Fact, Inc. The project manager for the Client is Dr. Michael Gallagher, Superintendent of Schools. The project managers for Performance Fact, Inc. are Mutiu Fagbayi, President/CEO and Rose Wagner, Senior Associate. The primary focus of the project is the implementation of the 2024-2030 strategic plan. It is generally understood that additional individuals designated by the Client and Performance Fact project managers may play significant roles during certain phases of this project.

2. SCOPE OF WORK

(See Exhibit A, attached)

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- More than 30 days prior to scheduled date: No additional charge
- Less than 30 days before scheduled date: \$500 additional fee payable to Client.

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CONTRACT TERMS ACCEPTED:

PERFORMANCE FACT SIGNATORY

SUNNYVALE ESD SIGNATORY

MUTIU O. FAGBAYI

Name



Signature

PRESIDENT/CEO

Title

July 9, 2024

Date

Name (Please Print)

Signature

Title

Date

SY 2024-2025 Theme: LEADING WITH DATA

Based on guidelines set by Superintendent Michael Gallagher, Performance Fact's professional services will focus primarily on strengthening the district's **DATA CULTURE**.

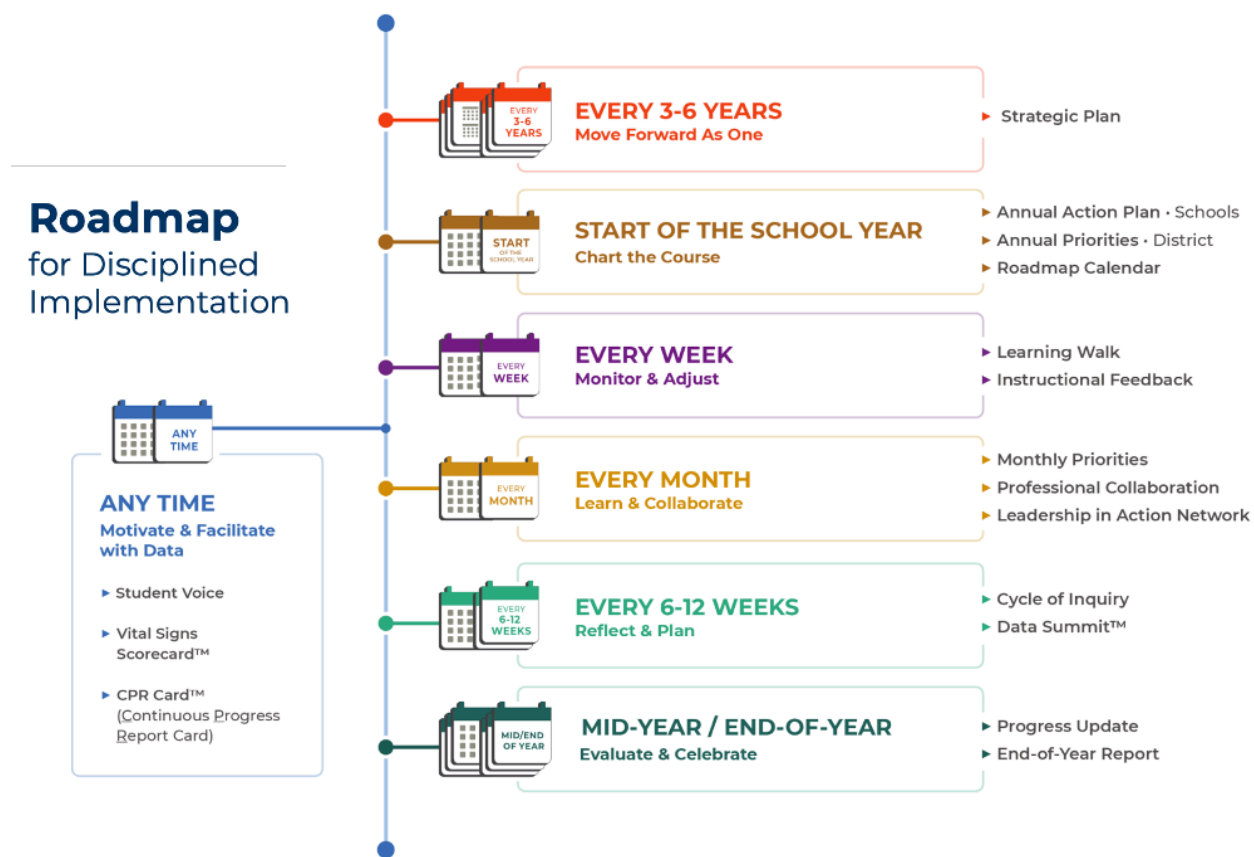
This focus includes the following activities:

- a. Participate in the planning, preparation, and execution of the rollout of the Strategic Plan to internal and external stakeholders at the beginning of the school-year..
- b. Design a *Dashboard* of key indicators and measures outlined in the Strategic Plan and collaborate with district-selected technical service-provider to build-out (i.e., operationalize) the design. Assist in the compilation of baseline data for the Dashboard.
- c. Create a planning process for articulating *district-level/-department-level annual priorities and milestones* of progress aligned to the Strategic Plan, and provide training and technical assistance to department teams, as needed.
- d. Compile a consolidated annual plan across all departments and create a process for tracking *progress on the annual milestones* within and across departments.
- e. Provide 4-to-6-week *“critical friend” check-in* with the leadership team, focused on the priorities and milestones in the implementation plan.
- f. Collaboratively compile a Board/Community *evidence-based review of progress* (three times during the SY) to assess effectiveness of the instructional programs and to guide management decision-making.
- g. Prepare a comprehensive *annual report* to be shared with stakeholders and to inform priorities for the next school year.

Implementation Design

A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.

The **Roadmap for Disciplined Implementation** is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.



Implementation Roadmap Step-by-Step

START OF THE SCHOOL YEAR	Chart the Course
Strategic Plan Rollout to Stakeholders	Participate in the design and rollout of the 5-year Strategic Plan during the Summer Management Retreat (late July).
District-level / Department-level Plans	Define and consolidate annual district-level/ department-level priorities and milestones, aligned to school-level and system-wide needs.
Vital Signs Scorecard™ (Baseline)	Design the Vital Signs Scorecard, or a dashboard of key indicators of progress regarding student learning, teaching practices, leadership practices, and organizational practices, as outlined in the strategic plan. Collaborate with district teams to gather baseline data and set performance targets.
CPR Card™ (Baseline)	Compile the milestones of progress (key tasks) across all department plans. Use the CPR Card (C ontinuous P rogress R eport C ard) to monitor the timeliness and quality of implementation of the day-to-day activities as well as long-term projects and priorities.
EVERY MONTH	Learn & Collaborate
Cabinet Capacity-building	Facilitate capacity-building for the Superintendent's Cabinet, including: <ul style="list-style-type: none"> • Ongoing monitoring of progress regarding District-level Annual Operational Plan • Strengthening alignment, collaboration and collegial accountability across Department lines, focused on the annual priorities • Update Dashboard and CPR Card
EVERY 6-12-WEEKS	Reflect & Plan
Vital Signs Scorecard (Update)	Collaborate with the Superintendent & Team to update data on student outcomes, practices, and strategies.
Evidence-based Review of Progress (Board Review)	Conduct data-informed assessment of progress regarding student learning, professional practices, and department-level priorities, and prepare updates for Board review (3 times per SY)
MID-YEAR & END-OF-YEAR	Evaluate & Celebrate
Annual Progress Report to the Community	(At EOY only) Prepare a comprehensive annual report to be shared with stakeholders and inform the identification of priorities for the next school year.

Professional Fees

Leading with Data	\$110,000
<hr/>	
DISCOUNT	-\$15,000
<hr/>	
Total Professional Fees:	\$95,000

INVOICE

Performance Fact, Inc.
4022 Balfour Ave
Oakland, CA 94610

kayej@performancefact.com
+1 (510) 568-7944
www.performancefact.com



Bill to

Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Ship to

Dr. Michael Gallagher
Sunnyvale Elementary School District
819 W Iowa Ave
Sunnyvale, CA 94086

Invoice details

Invoice no.: 1698
Terms: Net 30
Invoice date: 09/11/2024
Due date: 10/11/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Implementation - Strategic Plan		1	\$47,500.00	\$47,500.00

Total\$47,500.00

Note to customer
Invoice 1 of 4

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Invoice details
Invoice no.: 1711
Terms: Net 30
Invoice date: 12/14/2024
Due date: 01/13/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Implementation - Strategic Plan		1	\$15,833.00	\$15,833.00

Total

\$15,833.00

Note to customer
Invoice 2 of 4

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Invoice details
Invoice no.: 1720
Terms: Net 30
Invoice date: 02/20/2025
Due date: 03/22/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		Implementation - Strategic Plan		1	\$15,833.00	\$15,833.00

Total\$15,833.00

Note to customer
Invoice 3 of 4