

SIG Form 1—Application Cover Sheet**School Improvement Grant (SIG)**
Application for Funding**APPLICATION RECEIPT DEADLINE**
November 18, 2011, 4 p.m.

Submit to:
 California Department of Education
 Improvement and Accountability Division
 School Turnaround Office
 1430 N Street, Suite 6208
 Sacramento, CA 95814-5901

NOTE: Please print or type all information.

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| County Name: Contra Costa County | | County/District Code: 0761796 |
| Local Educational Agency (LEA) Name West Contra Costa Unified School District' | | LEA NCES Number: 0632550 |
| LEA Address 1108 Bissell Avenue | | Total Grant Amount Requested \$12,000,000 |
| City Richmond | Zip Code 94801 | |
| Name of Primary Grant Coordinator Nia Rashidchi | Grant Coordinator Title Assistant Superintendent, Educational Services | |
| Telephone Number (510) 231-1130 | Fax Number (510) 620-2183 | E-mail Address nrashidchi@wccusd.net |
| CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete. | | |
| Printed Name of Superintendent or Designee Nia Rashidchi | | Telephone Number (510) 231-1139 |
| Superintendent or Designee Signature (Blue Ink) ORIGINAL SIGNATURE in submitted hard copy. | | Date 11/17/2011 |

SIG Form 2—Narrative Response

I. Needs Analysis

The West Contra Costa Unified School District (WCCUSD) is an urban district with a K-12 student enrollment of almost 30,000. WCCUSD operates six comprehensive high schools, ten alternative schools, seven middle schools, two K-8 schools, and 38 elementary schools. The district serves a student population that is 48% Latino, 14% African American, 9% White, 8% Asian, and 4% Filipino and 17% other ethnicities. One third of the district's students are English Language Learners (of which 83% are Spanish speaking), and 68% are eligible for and receive free or reduced price meals. Fourteen percent of our students are in Special Education. Two percent have been identified as homeless. Our one-year dropout rate is 5% and the 4-year rate is 19%, both higher than the county and state totals. Only 49% of our graduates completed all courses required for UC and/or CSU entrance.¹ The district ranks fourth on the Priority List of Local Educational Agencies for SIG Funds, and twenty district schools are in Program Improvement. Two of these schools, identified as Tier II schools, are on the California Department of Education (CDE) School Priority List for Cohort Two SIG Funds. They are: Helms Middle School and De Anza High School. This application is for both schools.

HELMS MIDDLE SCHOOL PROFILE

Helms School has an enrollment of 952 students in grades 7 and 8. The school population is comprised of 77% Latino, 13% African American, 2% White and 8% Asian. Over 400 of Helms students (43%) are English Language Learners (of which 92% are Spanish speaking), and 100% are eligible for and receive free or reduced price meals for the next three years, as of the 2011-12 school year. Twelve percent of Helms students are in Special Education. Building on efforts initiated with a *Healthy Start* program in the early 1990s, Helms became the first school in WCCUSD with the designation as a community school. Helms provides services to families that bridge the school district educational services with community and county student and families support services.

DE ANZA HIGH SCHOOL PROFILE

De Anza High School has an enrollment of 856 students in grades 9-12. The school population is comprised of 40% Latino, 26% African American, 11% White, 14% Asian, and 7% Filipino. Twenty-two percent of the school's students are English Language Learners (of which 71% are Spanish speaking) and 61% are eligible for and receive free or reduced price meals. Seventeen percent of De Anza students are in Special Education.

Overview of the process used to assess schools

The district and school communities are strongly committed to turning around their persistently low-achieving schools. In an effort to adopt the most appropriate reform model, the district and both schools completed extensive needs analyses, which included the Academic Program Survey (APS), the District Assistance Survey (DAS),

¹ Source of all data: CDE Educational Demographics Office, *DataQuest*, November 2011.

and the English Subgroup Self-Assessment (ELSSA).

A variety of disaggregated student assessment data were reviewed by district and school administrators, teachers, school staff and a large number of stakeholders (as described in the final section of this application), to analyze academic achievement: the California Standards Test (CST) data, Adequate Yearly Progress (AYP), Academic Performance Index (API), Annual Measurable Achievement Objectives (AMAO), and the California English Language Development Test (CELDT).

District-wide benchmark assessments, which are used to monitor student progress throughout the year, were analyzed in key content areas (Reading/Language Arts, Math, Writing, and ELD). De Anza High School included a review of the CAHSEE (California High School Exit Exam) results.

Furthermore, all WCCUSD schools use a process called Cycle of Inquiry (illustrated on the next page) three times per year (please see graph on the next page). At Helms and De Anza, the principal, teachers, and support staff administered the first round of local benchmark assessments for the current school year. Using the Edusoft data system, the staff scanned the assessments and received feedback on student performance in RLA, Math, Writing and ELD.

Finally, both schools reviewed and discussed the results of the "Keys to Excellence in your Schools" (KEYS) survey instrument and five main KEYS domains: (1) shared understanding and commitment to high goals; (2) open communication and collaborative problem solving; (3) continuous assessment for teaching and learning; (5) personal and professional learning; and (5) resources to support teaching and learning.

The needs assessment process benefitted from input and collaboration by internal and external stakeholders including: the Teaching and Learning Cabinet,² the Multilingual District Advisory Committee; the site based English Learner Advisory Committees; and school site council members, administrators, teachers, and parents.

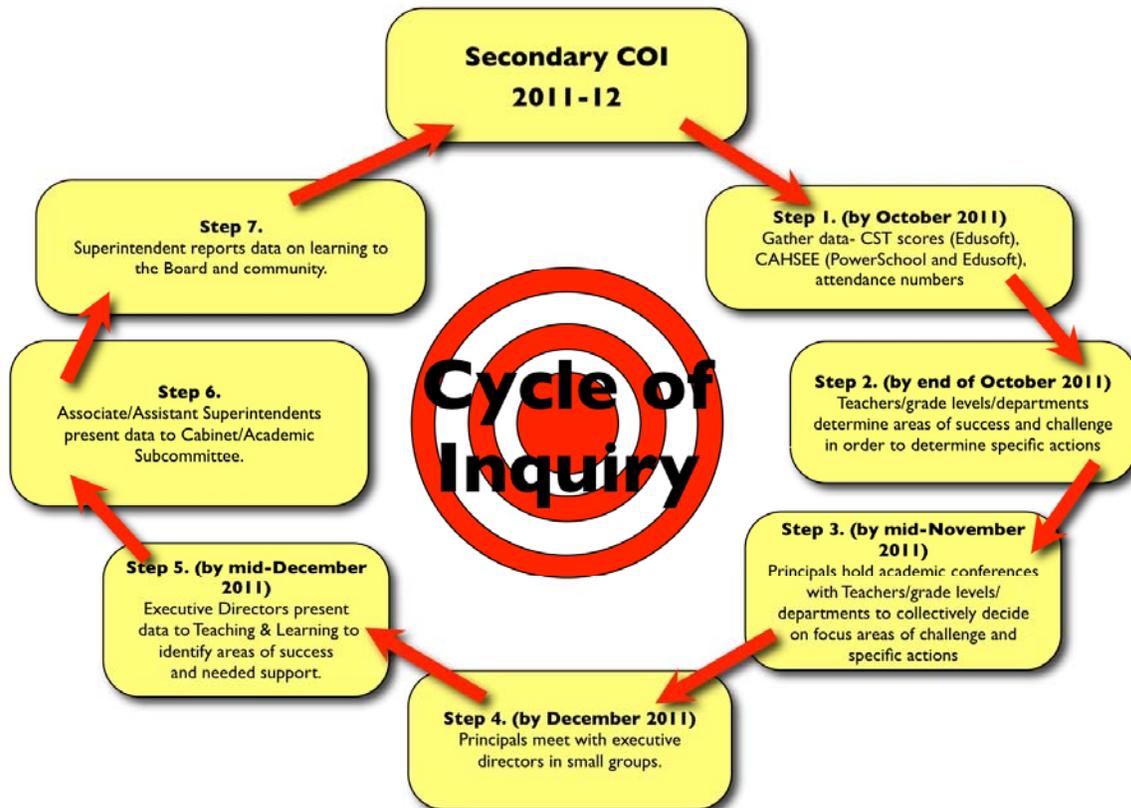
As part of the SIG application process, teachers and the principals initially reviewed the data independently, as well as during their department level collaboration meetings. The principals then set up academic conferences with department level teacher groups.

Academic conferences focus (1) analyzing Reading and Math data; (2) establishing intervention groups; and (3) assessing practices and success with at-risk students both in the classroom and in established intervention programs. The next set of academic conferences focuses on (1) analyzing performance data of students in Reading Intervention and (2) assessing regular classroom practices that support student at risk (including both primary and intervention instruction during and after school). The final stage of academic conferences focuses on benchmark test results for Reading/Language Arts, Math, Writing and ELD.

Administrators, faculties and staff at both schools also reviewed monthly discipline referrals for last year and the current school year, for every individual teacher. These

² The Teaching & Learning Cabinet includes the Superintendent; the Associate Superintendent, K-Adult Operations; the Assistant Superintendent for Educational Services; the District Special Education Division Head; the Director of Academic Intervention, After School Programs and Promotion/Retention; and the Director of Educational Services. T&L also includes members of Curriculum & Instruction, English Learner Services, GATE, Educational Technology, and Community Engagement. The key role of the Cabinet is to oversee the implementation of the district strategic plan and monitor its implementation. The T&L Cabinet identifies areas of difficulty and provides direct support to school sites as needed.

data were disaggregated by offense, gender, ethnicity, and grade level, in order to determine how to best improve on efforts to maintain a safe and engaging environment.



The assessment tools and the identified areas of need are described below.

The District Assistance Survey (DAS), based upon the nine Essential Program Components (EPCs) for Instructional Success is designed by CDE to assess the nature and alignment of district operations and the district's capacity to support a rigorous, coherent and multi-tiered instructional system for all students. The DAS is organized around seven broad areas of district work: 1) Governance, 2) Alignment of Curriculum, Instruction, and Assessments to State Standards, 3) Fiscal Operations, 4) Parent and Community Involvement, 5) Human Resources, 6) Data Systems/Data Analysis/Ongoing Monitoring, and 7) Professional Development. The District Teaching and Learning Cabinet, principals, teachers and parents conducted the DAS analysis. Our District Assistance Intervention Team (DAIT provider) led school administrators, staff, faculty, and parents through three stages: clarifying meanings about the seven components, independently scoring our current practice, and tallying total results. The areas of need highlighted by the DAS are:

Standards-based curriculum:

- Deficit in implementation of effective interventions;

- Absence of an ongoing assessment system to measure progress of students in intervention programs, especially math intervention.

Human Resources:

- Lack in assigning effective teachers to students in greatest need;
- Staffing stability in underperforming schools;
- Absence of incentive/performance pay as a tool to motivate teachers to become teacher leaders.

Professional Development:

- More time for teachers to collaborate and calibrate on implementation of training received;
- Lack of substitutes impacts attendance at Professional Development sessions;
- Lack of accountability for implementation of elements of attended training;
- Need to streamline Professional Development offerings in order to focus on prioritized areas and allow for true implementation of adopted programs.

Parent and Community Involvement:

- Lack of sufficient and timely communication by teachers about student performance/grade level readiness and accountability;
- Need for consistent/frequent invitation for parents to share their assets, skills, and knowledge as partners in the success of district students.

Data Systems:

- ⇒ Inconsistent teacher administration of the benchmarks;
- ⇒ Inconsistent site monitoring of progress;
- ⇒ Need for increase in frequency of benchmarking to accurately measure student performance and design/implement intervention when needed;
- ⇒ Need for improvement in the alignment of curriculum, benchmarks, and pacing guides for math.

The Academic Program Survey (APS) is a tool that is used to help determine if a school is providing a coherent instructional program. It measures the presence and implementation level of the nine Essential Program Components (EPCs) associated with improved student learning at each school. The District's District Assistance and Intervention Team (DAIT) provider led teachers and principals through a process of examining the EPCs, clarifying meanings about certain components, independently scoring current practices at the schools, and then tallying total results. The areas of need highlighted by the APS were readily identified based on the low scores that certain elements of the survey received; they are:

- 1 Severe shortage in instructional materials for RLA and math intervention;
- 2 Need for additional instructional time for students in RLA and math intervention;
- 3 Urgent need for teacher/principal professional development and ongoing coaching in RLA and math adopted programs, and
- 4 Lack of sufficient teacher collaboration time to (a) strategically discuss student progress, (b) plan standards-based, culturally responsive instruction and (c) make data-based decisions of action.

Both schools used the **English Learner Subgroup Self Assessment (ELSSA)**, a tool designed to examine local data on the performance of English Learners (ELs) on the

California English Language Development (CELDT), the California Standards Test (CST) and the California High School Exit Exam (CAHSEE) both in aggregate and disaggregated formats, by grade level and/or the number of years the students have been in schools. As recommended by the CDE Language Policy and Leadership Office, WCCUSD SIG schools completed the APS and the DAS prior to beginning the ELSSA.

The ELSSA helped Helms and DeAnza to focus on the attainment of linguistic and academic standards for students in the EL subgroup, as well as to identify potential issues regarding instructional programs for ELs by (a) assembling data and program information that were available on EL student performance; and on implementation of those elements of the SIG plan that address EL students; and (b) presenting assembled data for analysis and providing survey items for the school administrators and staff to rate themselves on key dimensions. The areas of need highlighted by the ELSSA are:

- Lack of sufficient time for RLA interventions and ELD instruction;
- Too many English Learners receiving special education services (the numbers are disproportional), and
- Of the limited time available for collaboration, very little is focused on EL issues.

The District Joint Equity Walkthrough (DJW) is a tool for checking organizational performance as it relates to providing a more culturally responsive education and equitable learning environment for all stakeholders. The equity walkthrough protocol focuses on rigor through the lens of Bloom's Taxonomy, using students' completed work (class work/homework, presentations, teacher-created assessments, etc.) and to ensure instruction leads to the appropriate level of mastery that will prepare students for success on the standardized and local tests. The DJW was included in the DAS process. The areas of need highlighted by the DJW are:

- Engaging and supporting all students in learning: need for staff to have professional development focused on culturally relevant pedagogy (CRP). CRP is defined as validating and affirming the home cultures of every student throughout the day to build and bridge student skills to academic and lifelong success.
- Supporting staff in implementing more rigorous curriculum and instruction: need for training and planning to organize instruction that encompasses all the levels of Blooms' Taxonomy and high academic expectations.
- Sharing best practices during department and collaboration meetings to help develop a culture of collaboration around lesson planning and the creation of a curriculum that establishes common goals.

SITE LOCAL ASSESSMENT, ANALYSIS, AND CONCLUSIONS

Helms Middle School is a schoolwide Title I school that has been in Program Improvement since 2003. It has been in Year 5 Restructuring for three years. De Anza will be a Title I School in 2011-12. WCCUSD has had three other schools exit program improvement status. Therefore, there are models for successful reform within the district. Over the years, we have tried to replicate at Helms and De Anza what other

schools have done around improving instruction, enhancing climate/culture, and engaging and empowering parents and students. While there is a small amount of improvement, a majority of the students' needs are still not being met (please see data below). The district administration, school administrators, school faculty, staff and stakeholders all agree that strategically and substantially different strategies must be implemented to meet the needs of the students at both schools, accelerate their learning, and put them on a pathway for college-readiness and lifelong success.

RESULTING AREAS OF NEED AT HELMS MIDDLE SCHOOL

Helms API and CST data are displayed below.

| Academic Year | Base API | Growth | Points |
|----------------------|-----------------|---------------|---------------|
| 2004-05 | 552 | 575 | +23 |
| 2005-06 | 575 | 590 | +15 |
| 2006-07 | 595 | 614 | +19 |
| 2007-08 | 614 | 592 | -22 |
| 2008-09 | 595 | 612 | +9 |
| 2009-10 | 611 | 617 | +6 |
| 2010-11 | 617 | 655 | +38 |

| CST | State Avg. | Helms Avg. |
|---------------|-------------------|-------------------|
| Language Arts | 56% | 27% |
| Math | 52% | 22% |

In response to the lack of student growth that led to the designation of persistently low-achieving, the following procedures and protocols were put into place in 2010-11:

Instructional Tools

Pacing Guide – Development of pacing guides for each grade level, by each department, to align instruction and student assessments

Common Assessment – Creation of common assessments by each department, to assess students' acquisition of knowledge and direct instruction

Core Content Planning Release Time – Scheduling of multiple release days for each department, to review student data and key concepts for test preparation at the end of semester 1 and quarter 3.

Weekly collaboration and department meetings.

Organizational Tools

Blackboard Configuration, which includes:

Student Will Be Able TO (SWBAT)

WHY? Application of standard

Agenda for the day – I do it, We do it, and You do it

Homework – extension of classwork

Do now – warm up

Binders – Each Student has a three-ring binder with organizational sheets that are structured the same as SWBAT in order to ensure consistency, keep students on track and facilitate communication with parents.

Classroom Discipline

Promotion of teachers' work around the establishment of a classroom culture that is welcoming, learning centered, collaborative and consistent.

Expectations for all teachers to post expected behaviors.

English Learner Reclassification (ELR) Process

Establishment of the ELR process, a sequence of benchmarks to be met by students to achieve English Proficiency status. The Reclassification process consists of five elements:

- California English Language Development Test (CELDT);
- CST of 325 or higher in RLA;
- Semester grades of C- or better;
- A writing score of 4 or 5;
- Teacher recommendation.

Small Learning Community Pilot

Helms staff piloted a house system, in which groups of core teachers shared students, and collaborated regularly. We will expand this program in the 2012-13 school year.

Instruction:

There is a need to further develop and sustain **Professional Learning Communities (PLC)** to address falling API scores and the low RLA and Math scores. The PLC work will meet the need to effectively (1) Set expectations; (2) Align, plan, execute lessons, and (3) Complete the cycle of inquiry analysis and successfully drive classroom instruction.

The PLC will help create a reform model that builds professional capacity in content and leadership, as well as structured collaboration and collegiality. For instance, the Teach for America (TFA) teachers on campus were highly effective at using shared planning time. These teachers created common student goals of 80% of students mastering any given concept and creating systems of re-teaching and ensuring that students could monitor their own progress in mastering focus standards.

Core Curriculum uniformity:

R/LA: In English, there is a need to ensure fidelity in using the diverse elements of the district-adopted text. In collaboration and during walkthroughs, it was observed that English teachers were not using district-adopted text as the core of the work, making coherence, collaboration and calibration problematic. Data collected showed that intervention courses and English classes were using a combination of textbooks and novels to address standards. The pacing guides for the school year were present, but teachers were on their own paths.

Math: The district provides a Math pacing guide which is helpful in aligning curriculum but there is a need to do further alignment with high school staff. Students who are in Algebra 1 classes need to be better prepared for the rigor of high school courses.

Science: classes offset curriculum and pacing guide in order to maximize lab use creating a lack of coherence in the department.

Social Studies: The data showed that the majority of the departments was using direct instruction, but there is still a need for professional development in Culturally Responsive Pedagogy to be embedded into daily practice.

English Learners:

In regard to instruction, there is a need for greater focus on differentiation within the classroom for both lower achieving ELs and high performing ELs. Because the level of progress of EL students remains below desired levels, Helms needs to establish a system to assess the different levels of proficiency of our ELs and continually track data throughout the school year.

| ELD level | 2010-2011 | Repeating Level | Moving up in 2011-2012 |
|------------------|------------------|------------------------|-------------------------------|
| 1 | 6 | 3 | 3 |
| 2 | 6 | 3 | 3 |
| 3 | 115 | 53 (46%) | 60 (52%) |
| 4 | 169 | 120 (71%) | 46 (27%) |

However, the greatest need pertains to student's awareness of the impact of their CELDT and CST scores and their grades on their placement/reclassification status. Students need to be prepared and made aware that the CELDT is a measure of growth. Also, students need to be explicitly told that their grades in core classes may also hold them back from reclassifying. Staff must track and constantly present the data to students throughout the school year.

Student Engagement:

A review of failing grades from 2010-11 revealed that one fourth (300 students) of our students are receiving at least two failing grades on a consistent basis, including a disproportionate number of African American and Latino students.

| Ethnicity | Qtr 1 | Qtr 2 | Qtr 3 | % With at least two Failing grades |
|------------------|--------------|--------------|--------------|---|
| Asian | 11 | 11 | 4 | 12% |
| Latino | 217 | 227 | 141 | 27% |
| African-American | 56 | 57 | 35 | 40% |
| White | 1 | 0 | 1 | 4% |
| Total | 285 | 295 | 181 | 27% |

A detailed analysis of student data confirmed the correlation between attendance, discipline, and academic learning. Although counselors and teachers make an effort to counsel students and reach out to parents, there has been a minimal decrease in the number of F grades. Helms and the district have different intervention strategies to intercede in the classroom to help students develop alternatives to disruptive behaviors. When students exhibit issues with attendance, teachers contact the home, in collaboration with bilingual community workers when needed. Students then go through the School Attendance Review Board and School Attendance Review Team

process.

For students, Helms offers campus-based pull out programs that focus on gang prevention and individual and group mental health. For teachers and other staff, the school provides professional development on how to focus on the “whole child,” facilitated by school psychologists. However, a review of these offerings proved them fragmented and insufficient. There is a clear need to streamline and align programs to meet student needs more effectively.

School Culture:

There is a need to create student-centered communities that have high student expectations, provide experiences that have relevance to our students’ real lives, and support the need of the whole student. In the arena of rigorous curriculum and instruction, there is a need for training and planning in relation to organizing instruction that encompasses all the levels of Blooms’ Taxonomy, which directly relates to high academic expectations. Areas that need improvement include: the sharing of best practices during department and collaboration meetings to help develop a culture of teachers who plan lessons together; and the creation of a curriculum that naturally lends itself to setting common goals for student success.

In reviewing discipline data, it was observed that 30% of all referrals were being written by 10% of the staff. In analyzing referrals data, it was determined that the offenses were attributed to marginal classroom management and lack of student engagement during instruction. Based on the direct correlation between discipline and student performance, it became clear that there is a need for (a) more rigorous professional development related to classroom instruction, (b) establishment of effective student expectations, and (3) additional support for peer collaboration in identifying and addressing student need.

RESULTING AREAS OF NEED AT DE ANZA HIGH SCHOOL

DeAnza’s Academic Performance Index is displayed below.

| Academic Year | API | Growth |
|-----------------------|------------|---------------|
| 2011 | 664 | +29 |
| 2010 | 635 | +44 |
| 2009 | 591 | (-25) |
| 2008 | 616 | (-12) |
| 2007 | 619 | (-3) |
| 5 year Growth: | | +33 |

In response to the slow improvement in student success, the following procedures and protocols were put into place in 2010-11 to ensure a comprehensive and ongoing needs assessment:

- A. Establishment of Student Forum and monthly meetings
 - a. Data is gathered from students from all populations (not just Leadership, AP classes, clubs, etc.) to inform the school culture and instruction (ex. survey addressing: What are the characteristics of “good” teachers? What do they

do in the classroom? What are the characteristics of “bad” teachers? What do they do in the classroom?)

- b. The Student Forum formalizes a structure for honoring student views and opinions and disseminating that information to faculty.
- B. Establishment of effective Weekly Collaboration Meetings which are used to:
 - o Discuss and analyze data and create action plans based on the results
 - o Provide professional development of all staff
 - o Collaborate around WASC document, data collection and input
 - o Design and facilitate department meetings
- C. Establishment of site-wide expectations regarding daily instruction including:
 - o Daily use of the Black Board Configuration including the standard addressed; lesson content and language objective; lesson agenda; necessary materials, books and applicable pages for class work, homework assignments
 - o Daily use of Direct Instruction with a focus on comprehensible input
 - o Daily use of Formative Assessments directly related to the content instructed and the language and content objectives
- D. Core Content and World Language Release Days to establish and support implementation of:
 - o Common syllabi
 - o Common pacing guides based on the state standards with a focus on those that are heavily tested
 - o Common summative assessments
 - o Format and content of daily formative assessments
 - o Other materials needed to support rigorous instruction
- E. Establishment of CAHSEE 380 classes for Below Basic and Far Below Basic 9th and 10th grade students in order to address the lack of growth in CAHSEE scores leading to a lack of growth in De Anza’s API.

Because De Anza failed to meet 9th and 10 grade matriculation rates for the academic years 2007-08, 2008-09 and 2009-10, the school lost Quality Education Investment Act (QEIA) funds to support school improvements.

Lack of matriculation is key because the causes are complex and indicative of what must be addressed swiftly for the sake of students’ academic success as well as their physical and emotional safety.

De Anza completed a self-study around matriculation for the first semester during the 2010-11 school year; the data was disaggregated by race to illuminate the greatest areas of concern:

| | Raw # of Students who are Deficient | % Of Students per Class who are Deficient | African American Credit Deficiency Rates | | Latino Credit Deficiency Rates | |
|------------|-------------------------------------|---|--|-----|--------------------------------|-----|
| Freshmen | 84/247 | 34% | 30/71 | 42% | 36/96 | 38% |
| Sophomores | 100/216 | 46% | 38/67 | 57% | 45/84 | 54% |
| Juniors | 82/199 | 41% | 29/48 | 60% | 43/77 | 56% |

African American and Latino students have a higher rate of credit deficiency than the overall population of each class, thus creating a disproportional gap between the

subgroups.

| | Percentage of Students per Class who are Deficient | % Of Credit Deficient Stud. (Afr. Am.*) | % Of Credit Deficient Stud. (Latino*) | % Of Credit Deficient Students (other) |
|------------|--|---|---------------------------------------|--|
| Freshmen | 34% | 36% | 43% | 21% |
| Sophomores | 46% | 38% | 45% | 17% |
| Juniors | 41% | 35% | 52% | 13% |
| | African American Students | | Latino Students | |
| | Class | Deficient | Class | Deficient |
| Freshmen | 29% | 42% | 39% | 38% |
| Sophomores | 31% | 57% | 39% | 54% |
| Juniors | 24% | 60% | 22% | 56% |

*This calculation shows the percentage represented by African American and Latino students within the percentage of students that are credit deficient per class.

Once the problem of 9th and 10th grade articulation was illuminated, it was necessary to pinpoint the greatest area of challenge for those students. In concert with the Coordinator of Educational Services, the Director of Curriculum and Instruction, and the Assistant Superintendent of Educational Services, another self-study was launched to identify the greatest area of challenge leading to credit deficiency. We found that the key issue was the content area of Algebra 1.

Key findings of the self-study are as follows:

1. During the 2009-10 academic year, 27% of freshmen failed Algebra 1 first semester (35/128). We saw the exact same percentage of failure as we continued our self study at the conclusion of semester 1, leading to the establishment of a special intervention described below. (Please see *** on the next page).
2. During the 2009-10 academic year, 52% of Freshmen failed Algebra 1 second semester (66/128)
3. There was a 25% increase in the Freshman Algebra 1 failure rate second semester, which is almost double the failure rate of semester 1.
4. During the 2009-10 academic year, 37% of Sophomores failed Algebra 1 first semester (15/41)
5. During the 2009-10 academic year, 46% of Sophomores failed Algebra 1 second semester (19/41)
6. Previously there was little to no collaboration in the Math Department. In 2010-11 a new chair was elected, and the department initiated weekly meetings for collaboration and professional development.
7. The Math Department was released in December 2010 by the new administration for two days to create common syllabi, course assessments and pacing guides. Common syllabi have been created and are in use. The Math Department is released quarterly to review and revise pacing guides and common syllabi, establish common assessments, and discuss implementation of formative assessments. .
8. CST scores are also indicative of systemic failure:

- a. 9th grade: 4% proficient and advanced, 10% basic, 85% below and far below basic
- b. 10th grade: 0% proficient and advanced, 4% basic, 96% below and far below basic

***In order to immediately address the failure rates in Algebra 1, leading to widespread credit deficiency in grades 9 and 10, De Anza High School in partnership with the Alameda County Office of Education implemented an extended day Mathematics Achievement Academy for Algebra 1 students weekly on Wednesdays, 75 minutes per session during the second semester. Students are given small group support and math mentorship by local college students. Additionally, in January 2011, a first semester Algebra class was offered. This gave failing students an opportunity to strengthen their basic algebra skills needed for success during the second semester of the course.

As the data illustrates, with the exception of Latino Freshman there is a disproportionate number of African American and Latino students who are credit deficient at every grade level. This means that those students start out *behind* from the first semester of freshman year, and that the deficiency gap widens as they matriculate through grade levels. In addition to Algebra-related matriculation issues, 9th grade students would benefit from added support to achieve a successful transition. The staff agreed that an enhancement of 9th grade intervention would stave off the continued matriculation issues, improve the graduation rate in the long term; and promote a culture of student engagement. In consultation with the counselors, the Instructional Leadership Team made a recommendation to establish wall-to-wall Freshman Houses. The recommendation was brought to the full faculty for discussion during a monthly faculty meeting, and approved for implementation during the 2011-12 school year. The recruitment of a counselor dedicated specifically to the success of our 9th grade students was also approved.

DeAnza High School participated in the Quality Education and Investment Act (QEIA) program for the last 3 years. For the first 2 years (2007-08 and 2008-09), the school did not make its set QEIA goals around 9th grade student matriculation and API growth target. During the 2009-10 school year, DeAnza and district staff made some critical changes to improve academic achievement and did achieve its API target for the 2009-10 school year. Still, the school was recently released from being part of the QEIA program. However, participation in the rigorous requirements of QEIA offered everyone on site opportunities for deep analysis of practices, which we have put to good use when assessing our efforts and results, and preparing to implement a school improvement model.

The district, the applicant schools and the communities they serve are clear that change is not happening fast enough, and that too many students are being left behind. Something strategically and substantially different needs to be done to meet the needs of Helms and DeAnza students, accelerate their learning, and put them on a pathway for college-readiness and success. To begin the process, we have put new leadership in place for the 2010-11 school year and have made the hard choices around staff selection, based on the turnaround model and WCCUSD established competencies.

II. Selection of Intervention Models

For each applicant school, the District Teaching and Learning Cabinet³ facilitated a number of meetings with the new administrators, the instructional staff, parents, and community partners. During those meetings, results and conclusions derived from each of the CDE recommended assessment tools were reviewed. Each of the four school improvement models and the requirements of each model were discussed. The participants brainstormed the pros and cons of each model and made parallels between the elements of each model and the issues that emerged during the needs assessment.

The key needs at both schools are:

- Improve student achievement by improving the instructional program and the quality of instructional delivery;
- Enhance consistency and coherency in the use and implementation of local benchmark assessments and formative assessments;
- Improve the program and delivery of instruction for English Learner students;
- Expand and provide for more in-depth use of adopted interventions;
- Recruit and retain qualified and effective staff and reorganize staffing to improve instructional quality;
- Improve staff collaboration and data analysis;
- Provide additional support and coaching for instructional staff in the planning and delivery of effective instruction;
- Improve monitoring and accountability systems;
- Enhance the small group and smaller learning communities structure;
- Improve and expand strategies that support students socio-emotional needs;
- Improve attendance rates and reduce tardy rates;
- Increase engagement of parents via better communication, parent training, and promotion of school events.

The Closure Model was not an option because: (1) the schools are located in communities that serve geographical areas that would otherwise not be served due to distance and lack of access; and (2) residents of the communities served by both schools have heavily invested in bond programs to rebuild the schools (Helms reconstruction was finalized last year and DeAnza is in the process of being rebuilt).

The Restart Model was not selected because (1) neither did the district find a charter school operator that would cater to the community demographics at the applicant schools, nor did it find a charter school model that exhibited a better record than the two applicant schools; and (2) it would be impossible to close and re-establish the schools as charter schools prior to the beginning of the 2012-13 school year.

The "Transformation" model was rejected based on the following:

The Transformation model would require modifications to the current negotiated agreement that go way beyond a Memorandum of Understanding (MOU);

The school community perceives the Transformation Model as an extension of the current federal NCLB "Other Major Restructuring" and, as such, would have far less

³ Please see description in Section I. The T&L Cabinet acts as School Improvement Committee for persistently low-achieving schools, expanded to include the principals and teachers from the two applicant schools as well as the principal and teachers from Lincoln School, a recipient of a SIG grant currently implementing the Turnaround Model. The T&L Cabinet is part of the Turnaround Office.

chance of substantially improving student learning;

The research on the impact of teaching and professional development led the District to conclude that the Turn Around model would be much more likely to bring about substantially improved learning for Helms and DeAnza students than any of the other models.

It was determined that the Turnaround model was the best match because its components are best aligned to the needs identified at both schools. In addition to tying the Turnaround Model to the findings at the two schools, the district and school staff took into consideration the major reform work that has already taken place. Following is a description of how the components of the Turnaround Model align with the identified needs.

STAFF SCREENING AND SELECTION—Turnaround features such as screening all existing staff and rehiring no more than 50%, thus establishing a staff culture with a common vision and understanding (a step toward “renewal”) were deemed more critical than the “no rehiring necessary” feature in the Transformation Model.

GOVERNANCE STRUCTURE—There is an immense value placed on establishing a new governance structure in which the district supports school-based turnaround efforts with a Turnaround Office that includes the Associate Superintendent K-12 Operations and the Assistant Superintendent Educational Services.

HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT-- The district worked closely with one of our key External Support providers, *Teach for America*, to determine that "Turn Around" intervention was the model to implement at Helms and DeAnza. Over a four-year implementation, monitoring and evaluation, the district and school principals have determined that students of teachers trained by *Teach For America* (TFA) achieved greater learning gains at the tested grades and subjects than other teachers in WCCUSD. The Turnaround Model offers the greatest opportunity to replace less effective teachers who do not meet the competencies approved by the WCCUSD board of education with more highly effective teachers who do meet those competencies, while retaining those teachers who realize substantial student learning.

INSTRUCTIONAL PROGRAM AND USE OF DATA— WCCUSD is committed to the data teams process and the establishment and sustainment of Professional Learning Communities around data-based assessment of student learning. As described in section iv (Recruitment *et. al* of External Providers), one of the strengths of the partnership with *Teach For America*, one of our key service providers is the inclusion of all school faculty in the rich professional development that TFA provides. This professional development emphasizes the use of data in on-going instructional decisions, and includes training in differentiating instructional practices for diverse learners. While not all of the teachers at Helms and DeAnza will be *Teach for America* alumni, all will operate within the framework described in Farr’s *Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap*. The TFA professional development will help the schools address key areas of need identified in the DAS: inconsistent teacher administration of benchmarks; alignment of curriculum, instruction and benchmarks; and improvement of pacing guides.

SOCIAL-EMOTIONAL and COMMUNITY-ORIENTED SERVICES—The Cities of Richmond and San Pablo, where the schools are located, continue to grapple with

extreme poverty and crime. The average unemployment rate for the two cities is 18.2%, almost double the national average, and both cities have been struggling with excessively high crime rates for decades. In particular, Richmond routinely ranks as one of the most dangerous city in the United States and within the top ten most dangerous in California. The high poverty rate and the problems that arise from poverty, gang affiliation, truancy, and low parent education levels, have a direct impact on the low achievement levels at the schools. Parents, but also students, ask for more support staff with linkages to much needed resources. In the 2010 school safety survey, parents at the two schools expressed major concerns about the lack of community services and conveyed a critical need for establishing and/or expanding support services at the schools.

III. Demonstration of Capacity to Implement Selected Intervention Models

The West Contra Costa Unified School District (WCCUSD) has already addressed some of the identified needs and has begun the implementation of reform strategies. It has aligned its vision, mission, and theory of action with research-based and best practices; it has an effective data management system; it has appropriate standards-aligned instructional materials; and it has pacing guides tied to the state standards. Additionally, it has a fresh principal accountability system, which resulted in the selection of new principals and staff with a dedicated focus. Finally it has enriched its internal capacity by forming strong partnerships with, among others, *Teach For America*, Chevron, *Project Lead The Way*, ConnectEd, the Alameda County Office of Education ACCLAIM Program, and U.C. Berkeley.

ADDRESSING SPECIFIC NEEDS AT HELMS MIDDLE SCHOOL

Instructional Program

All teachers at Helms Middle School will be trained and supported in a rigorous, goal-oriented, standards-based instructional program. Under this program, teachers will:

- Collaborate to set ambitious, measurable school-wide and classroom goals that guide students and teachers, and drive student achievement
- Develop rigorous, standards-aligned assessments
- Backwards-plan from these assessments to create long-term, unit, and lesson plans
- Use research-based teaching strategies, such as SIOP (Sheltered Instruction Observation Protocol), Marzano strategies, and culturally responsive pedagogy, to deliver backwards-planned instructional content
- Use assessment data from lessons, units, and benchmarks to improve instruction, target student needs, and identify patterns in classrooms and across departments

Professional Development

Over the course of the year, teachers will participate in a series of professional development workshops, strategically planned to help them execute the instructional program described above. Workshops will be planned by the School Improvement Coordinator, in cooperation with school support providers and expert teachers on site.

Teachers will build a strong foundation for the academic school year in a 5-day professional development workshop prior to the beginning of school. In this workshop, teachers will collaborate in order to:

- Set school-wide, standards-based academic goals, and determine how they will

measure progress toward these goals using a data-driven cycle of inquiry

- Develop pacing guides and benchmarks
- Share research-based teaching strategies, and begin to incorporate these strategies into their plans

Early in the school year, teachers will receive training in data collection, analysis, and reflection, and plan interventions to differentiate instruction in order to meet the academic needs of students based on benchmark data.

Throughout the year, the School Improvement Coordinator, in collaboration with teachers, will design trainings based on teacher needs.

Data-Driven Department Collaboration

In alignment with district-generated guides, departments will create year-long pacing guides calibrated to two benchmarks per quarter and analyze benchmark data to guide instruction and make needed changes to existing plans. Pacing guides will be completed by June 2012. Benchmarks will be updated or completed during August Professional Development days prior to the beginning of the school year.

Throughout the year, departments will meet on Collaboration Days (Wednesdays) to create unit plans, share lessons, share best practices, analyze benchmark data, and create intervention plans in order to maintain horizontal alignment within each department, foster a collaborative environment, and increase student achievement.

Each department will create and administer two standards-based benchmarks per quarter (eight per school year), track mastery data, reflect on this data, and use it to pinpoint areas for growth.

Department heads and the School Improvement Coordinator will support these activities by facilitating department meetings, observing and coaching teachers, and training teachers in areas such as creating assessments, backwards planning units and lessons, data collection and analysis, and delivering content.

Development of Small Learning Communities (SLC)

Helms will implement transition activities to help middle school students at a time when the risk of dropping out is highest.⁴ We will implement academically rigorous Small Learning Communities (SLCs) with no more than 300 students. The SLCs will have career themes that are weaved into core courses and offered in an academic class shared by all students within an SLC. SLC career themes will be linked to the career themes in the SLCs at the receiving high school.

Evidence shows that reorganizing a school into SLCs leads to closer, more positive student-teacher relationships, improved student attendance, behavior, academic outcomes, graduation rates, and preparation for college and work—an effect that reaps better results when teachers are organized into teams and have time to collaborate to create more engaging, integrated learning experiences for groups of students they share.⁵

Students will be encouraged to enroll based on common interests, with the advice and

⁴ C. Hertzog, P. Morgan. Designing comprehensive transitions. Principal Leadership, March '02. Making the transition from middle level to high school. High School Magazine 6(4), 1999. Transition from middle to high school: Effects on student self-concept and comparisons between their teachers and administrators. Georgia Middle School Ass., 1996.

⁵ K. Cotton. *New small learning communities: Findings from recent literature*. NWREL, 2001. www.nwrel.org; G. Bottoms, B. Creech. *Reading Performance of Career Bound Students*. Southern Regional Education Board, 1997. D. Meier. *The Power of Their Ideas: Lessons from a Small School in Harlem*. Beacon Press, 1995.

guidance of teachers, counselors and parents. All courses will be based on rigorous, standards-based curricula, and struggling students will be targeted for supplemental educational services, including tutorials and non-academic support programs as needed. All EL students will have the opportunity to enroll in SLCs and enjoy equal access to academic and enrichment opportunities open to all students.

Teachers will serve a common group of students for two years to create *personalized* learning environments. SLC teacher teams will collaborate around high expectations, “small community” systems for early identification of attendance issues, discipline, or academic problems, and interdisciplinary and service-learning projects that promote experiential learning. There will be sufficient time for teacher collaboration and staff development around differentiated instruction and the design of interdisciplinary lessons. Accountability will be addressed through implementation of a collaboratively developed plan and the analysis of multiple forms of student assessment.

The three SLCs to be established at Helms are:

| Engineering Academy | Creative and Performing Arts Academy | Multi-Media Academy |
|---|--|---|
| Approx. 280 Students | Approx. 280 Students | Approx. 280 Students |
| 4 core class Academic Elective: PLTW Elective Crafts | 4 core class Academic Elective: Art, Music, Dance, Drama | 4 core class Academic Elective: Computer Application, Journalism, Yearbook |
| Counselor | Counselor | Counselor |
| Community Worker | Community Worker | Community Worker |
| Security | Security | Security |

The Engineering Academy will partner with *Project Lead the Way* (PLTW, a Chevron subsidiary) and Helms. Eighth graders in the Engineering Academy will take the sponsored Engineering elective. The two elective class teachers will attend an intensive two-week Engineering program and the entire core team will attend summer professional development to work on embedding Engineering content in the standard-based curriculum.

The Creative and Fine Arts Academy will be structured around the Fine Art elective course. Students will participate in cross-curricular projects that relate to the visual and performing arts. The Academy will partner with the Richmond Art Center, Los Cenzontles, Ballet Folkorico and the wealth of individual artists in the community.

The Multi-Media Academy will operate in partnership with E3 (Educational Excellence and Equity Program) to embed multi-Media projects in the core areas.

Structure of SLC Collaboration:

Prior to the beginning of the school year, during staff professional development, Small Learning Communities (SLCs) will collaborate to establish structures for procedures such as attendance, grading, behavior, cross-curricular planning, reward systems, goal-setting, tracking student progress, and parent outreach.

SLCs will meet once a week during a common prep period to maintain and revise the structures they set up at the beginning of the year.

Teachers will collaborate to identify students who need additional support and, using assessment data and observations of students, will plan interventions and differentiate

instruction to support students both academically and emotionally. Teachers in each SLC will support each other in implementing and executing these interventions, in collaboration with the School Improvement Coordinator (SIC).

SLCs will meet to align themes (Engineering, Creative and Performing Arts, and Multi-Media) across core classes and electives. SLC leads and the SIC will support teachers by facilitating SLC meetings, observing and coaching teachers, and aligning support structures to meet students' needs.

Turnaround Governance Structure

The School Improvement Coordinator will work with the WCCUSD Turnaround Office to coordinate implementation of the instruction plan, oversee partnerships between support providers and the school, plan trainings, support teachers, manage budgets, and manage other turnaround-related actions as needed.

Increased Learning Time (please see charts below)

Helms will use SIG funding to increase learning time in core subject areas, provide enrichment opportunities to all students, and increase teacher collaboration time.

Core Academic: We will increase core instructional learning time in two ways: through an **extended school year**, and an **extended school day**.

Extended School Year:

The Helms extended year will consist of two elements: (1) early start of the school year and (2) staff planning. Research suggests that an extended school year has a positive impact on lower ability students because, when compared to their higher ability peers, they often do not have enough time to engage fully in their assignments and/or learn material thoroughly during the regular school year. Adding additional school days gives all students increased learning time in core subjects. In addition, low-income students also benefit more from an extended school year because they are less likely than more affluent students to have access to educational resources outside of school (Chalkboard Project, 2008; Silva, 2007; Cotton, 1989).

(1) Early start of the school year: Helms will begin the school year on August 13, 2012. Helms school year will thus be extended by 5 days.

(2) Staff planning: Prior to August 13th, 2012, the first day of school, teachers will spend five days establishing the new instructional plan. Teachers will focus on developing and aligning department pacing guides, creating and inputting common assessments into the *Edusoft* database, creating systems and procedures for SLCs, calibrating within SLCs to create career-related threads related to the high school SLC Academy themes, and discussing how the cycle of inquiry will become part of short cycles of data review which will guide instruction.

Extended School Day

Last year, Helms staff expanded the schedule to eight periods from the then-current seven as part of the turnaround model. Helms will continue with an eight-period day in order to increase learning time. The extra period gives all students the opportunity to take intervention courses in Math or English, or to take an additional course aligned to the

theme of the student's SLC. The addition of an extra period will mean that all teachers will be paid 120% of their salary. SIG funding will be used to pay for the additional 20%. This extra funding will not only increase student achievement by increasing learning time in core subjects, but will also give excellent teachers a financial incentive to join the staff, and continue teaching at Helms. Below is a breakdown of the new schedule for all students in three categories: (1) all minutes, (2) classroom minutes, and (3) instructional minutes:

| 2011-2012 | | | | | 2012-2013 | | | | |
|-----------|-------------|-------------|-------------------|------------------|-----------|-------------|-------------|-------------------|------------------|
| | | All Minutes | Classroom Minutes | Instruc. Minutes | | | All Minutes | Classroom Minutes | Instruc. Minutes |
| 1 | 8:30-9:17 | 47 | 47 | 52 | 1 | 8:30-9:19 | 49 | 49 | 54 |
| 2 | 9:22-10:12 | 50 | 50 | 55 | 2 | 9:24-10:16 | 52 | 52 | 57 |
| 3 | 10:17-11:04 | 47 | 47 | 52 | 3 | 10:21-11:10 | 49 | 49 | 54 |
| 4 | 11:09-11:56 | 47 | 47 | 47 | 4 | 11:15-12:04 | 49 | 49 | 54 |
| 5L | 11:56-12:31 | 35 | LUNCH | | 5L | 12:04-12:39 | 35 | LUNCH | |
| 6 | 12:36-1:23 | 47 | 47 | 52 | 6 | 12:44-1:33 | 49 | 49 | 54 |
| 7 | 1:28-2:15 | 47 | 47 | 52 | 7 | 1:38-2:27 | 49 | 49 | 54 |
| | | | | | 8 | 2:32-3:21 | 49 | 49 | 49 |
| | | 320 | 285 | 310 | | | 381 | 346 | 376 |

Enrichment: All students have the opportunity to participate in Helms' After-School Program, which includes an academic tutoring program, sports, and a variety of clubs (including, but not limited to: cooking club, bike repair club, art club, Latinas' club, music). The after-school program takes place for three hours after school every day.

Teacher Collaboration: Teachers will attend a 5-day workshop prior to the beginning of the school year, in which they will work to implement the new instructional program. Throughout the year, teachers will continue to meet in departments and as a whole staff on collaboration days. In addition, teachers will meet in SLCs once a week during a common planning period, and use SIG funding to schedule substitutes for peer observation days.

Helms Increased Learning Time

Core Academic: We are adding one week of classes to the beginning of the school year, two minutes to each period, and adding one period (either reading intervention, math intervention, or SLC-themed academic course) to the school day.

Amount Increased: 229.3 hours/year

Enrichment: 3 hours of after-school tutoring and enrichment activities available to all students every day.

Amount Increased: 555 hours/year

Teacher Collaboration: Teachers will attend 5 days of training prior to the beginning

of the school year. Teachers meet with the other teachers in their SLCs during one common planning period (49 minutes) each week. Teachers meet as a staff or in departments for a Collaboration Meeting (75 minutes) each week. Teachers will use release days to observe peer teachers and collaborate for 3 days over the course of the year.

Amount Increased: 129.55 hours/year

Instructional Support

SLC – Curriculum Alignment – Academic and Technical, Real world/work based learning, Academic Intervention, multi-disciplinary integrated curriculum, differentiated instruction, college and career readiness

Coordination with feeder elementary and high schools will be part of a transitional plan that will connect elementary, middle, and high Schools. Communication with feeder elementary schools will revolve around academic and social skills that incoming 7th graders need to possess. The conversation with high school will be around Algebra I and Spanish courses that earn high school credits in middle School – ensuring that instruction parallels standards. (Vertical Articulation between elementary and high school – work began in May and June 2011 and will continue throughout the 2011-12 school year)

Procedure and Response to Data:

Attendance report – Administrators will distribute a list to each SLC and the SLC team (Counselor, Core Academic Team, and parents via the Community Workers) will counsel students. Students with two or more F grades – will receive priority and enhanced counseling services.

Students will receive special recognition for: 1) Perfect Attendance, 2) Honor Roll, 3) marked academic improvement, 4) citizenship, 5) Special Projects

Peer Coaching/Observations – The *Critical Friends Option* for evaluation will give teachers an opportunity to collaborate with colleagues in an atmosphere of professional growth and learning. With this option for evaluation, a group or pair of teachers can design a plan that will help them become better teachers and meet the diverse needs of students. This option may include group study as well as specific projects designed to improve the educators' skill toward a professional goal.

Critical Friends shall:

- Agree on a statement of the self-selected Area of Professional Growth that relates to one of the *California Standards of the Teaching Profession*.
- Choose a focus that each *friend* wants to explore.
- Schedule and conduct meetings for reflection, discussion and joint planning.

Coordinate Graduate Tutor support – Each SLC will have two full time Grad Tutors to conduct intervention and push in/pull out tutoring for RLA and math.

EL Coach (0.6FTE) – The EL Coach will work with students in ELD classes and coordinate with SLCs to ensure that students are moving towards reclassification. The Coach will:

- Monitor progress of EL students in all core classes and provide support for students' needs depending on ELD level
- Participate in curriculum alignment and the reclassification process

Communication with Helms Community—Staff will communicate with the community by using the following tools:

- The school Calendar (monthly)
- Written communication with students, parents, and staff about individual student progress and, when applicable, concerns.
- The school website

Discipline

Two additional site supervisors will be recruited to increase the current security team to five. Prevention, rather than reactive methodology, is the goal of site supervisors. (Training, planning and calibration time in June and August)

Three site supervisors will be assigned to SLCs and their corresponding courtyard. The site supervisors will collaborate with their respective SLC to ensure that students are safe. They will mediate moderate issues and report critical ones to SLC staff. The other two Site Supervisors will facilitate uniform checks, hall sweeps, peer mediations, and detentions.

A Progressive Discipline Model will be used to empower teachers so they can set expectations and implement procedures that minimize disruptive behaviors in class and on campus. Teachers will put into practice culturally responsive strategies learned with Selina Jackson (Please see Section iv – External Providers).

Mental Health – When experiencing social-emotional issues, students will be referred to the Helms Community Project’s Mental Health Partnerships. The process will incorporate SLC staff collaboration around students’ individual needs, counselor referrals and Student Study Team results. The administration will strive to establish a culture of self-monitoring.

Bullying – Staff will work with the school psychologist to address student issues and design an educational program to educate students about bullying.

Collaborative Problem Solving (CPS) will provide for a team approach to implement a more accurate, compassionate, productive understanding of students that exhibit challenging behaviors.

A component of CPS (Solving) will be used as a model for understanding and helping students with social, emotional, and behavioral challenges. The model was first described in the book, *The Explosive Child*, by Dr. Ross Greene, which was originally published in 1998 and is now in its fourth edition (2010).

The CPS approach sets forth two major tenets. First, challenging behavior in students is best understood as the result of lagging cognitive skills (in the general domains of flexibility/adaptability, frustration tolerance, and problem solving), rather than as the result of passive, permissive, inconsistent, non contingent parenting. And second, the best way to reduce challenging episodes is by collaboratively solving the problems setting them in motion in the first place (rather than by imposing adult will and intensive use of reward and punishment procedures).

Social-Emotional and Community-Oriented Services and Supports—A Community Integrated School

Out of a *Healthy Start* grant program, which began in 1994, emerged the Helms Community Project (HCP)—a school-community collaborative comprised of district and school staff, community-based mental health service providers, parents, and community members—and a partnership aimed at supporting the academic successes of the schoolchildren and their families.

Since its initial funding, the project has expanded to offer a growing list of programs

that are a working example of how seemingly separate services can be integrated when housed in the same physical space. A student referred for counseling may receive a weekly appointment with an on-site therapist and/or be connected with a mentor or healthcare provider, recommended to participate in an after-school program, have his/her parents called in for an academic/behavioral appointment, and/or receive a home visit by an HCP parental outreach staff. Most importantly, having all of these resources housed at the Helms Middle School has made them easily accessible to the students and their families.

Although students are the core constituency of this school-community collaborative, they are not the only beneficiaries of HCP's extensive programming. The project often functions as "the eyes of the community." The staff has worked to familiarize faculty with the lifestyles of their students, the challenges they face in their communities, and the impacts on their academic experience. One recent example of such an effort was a school-wide community-mapping project for which the Helms faculty, staff, administration, and community members walked around the school neighborhoods, identifying challenges and assets. Such interventions enable teachers, parents, and community to develop the empathy needed to support students from a variety of perspectives and represent the school's holistic approach to education.

The Helms Community Project Service (HCP) Delivery System is a key component of the Turnaround efforts. HCP is a state-of-the-art triage system for delivering a wide variety of services to students and families, including counseling, mentoring, tutoring, an extensive extended day program, adult education, nutrition classes, and a myriad of other services preformed by mono/bilingual parent outreach and case management staff. These include daily informational parent/guardian phone calls, home visits for students and families in need of immediate intervention services, parent workshops and trainings, weekly coffee clubs, adult education classes, and staff development activities. Additionally, HCP involves more than thirty collaborative partnerships of parents/guardians, community residents and agencies, local business, college, university, and civic reps. and program officers who provide for the most part, weekly and bi-weekly on-site services to our school population.

Following is a summary of HCP key services. A detailed description of all offerings is provided in Appendix A.

The *School-based Case Management System* offers a range of services, including individual and group behavioral and mental health counseling, homeless support services, drug and alcohol counseling, violence prevention and pregnancy prevention, attendance improvement program, and holistic health and well-being services – all coordinated by the HCP Lead Case Manager and delivered by collaborative partners. Prevention programs, such as truancy/drop-out prevention, gang prevention/intervention, alcohol/drug prevention conflict mediation/resolution workshops will be run through our Case Management system. The *After School Academic Support Program* offers core subject tutoring, reading, test preparation, and computer technology.

The *After School Recreation/Enrichment Program* includes visual and performing arts, nutrition, cooking, engineering, life skills, career exploration, a range of youth development, sports leagues and activities that build character.

The *College/Career Prep.* offerings are facilitated by the Contra Costa College Career Exploration Program/Girls in Science Conference, UC Berkeley's Educational Guidance

Center and the *Let's Rise* Mentorship Program. Students are exposed to high school transition activities, career fairs, college/university study trips, job shadowing, and college day/nights.

Family Support Programs include adult education courses, referral/advocacy services, nutrition education, parenting classes, parent leadership development, guest speaker series, family literacy nights, Helms after-hours family tutoring, conflict mediation, language translation services, and attendance improvement services.

Civic and Community Engagement programs and events present opportunities to participate in community volunteering opportunities, peer-learning and support programs, service learning projects, and civic leadership.

Mentoring Programs link students with local youth foundations and university student club volunteers

The Helms Community Project (HCP) will also work with:

Helms Counseling Staff, to support students' academic progress, promote attendance, and address discipline needs. This is achieved via local review, attendance monitoring, Student Support Team meetings, positive and corrective parent contacts, and/or referrals to the mental health counselor.

Helms Community Workers, to support students by creating linkages between Helms SLCs and parents. Community workers participate in selected SLC common planning periods as needed, organize communal activities, reach out to community agencies and, when applicable, translate for Spanish speaking parents.

One community worker will have the special task of reaching out to the African American Community due to that community's low participation rates in school activities.

ADDRESSING SPECIFIC NEEDS AT DE ANZA HIGH SCHOOL

As a first step in addressing the persistently low performance of the school, the district hired the new principal, Robert Evans, in July 2010. To support the endeavor of school reform and provide additional administrative support for students, teachers, families and staff, Phillip Johnson, Assistant Principal and Jessica Smith Kennan, School Improvement Coordinator were also hired in 2010.

Prior to the 2011-2012 school year, WCCUSD identified competencies to measure teacher effectiveness, used these competencies to screen current teachers, interviewed all current teachers, and rehired no more than 50% of those teachers. New teachers were hired based on these competencies.

As described in the Needs Assessment section, a number of protocols and procedures were already put into place at DeAnza in response to the consistent lack of student growth. These include: a Student Forum, weekly collaboration meetings around data and action plans, CAHSEE 380 classes for Below Basic and Far Below Basic. Please see pages 9 and 10 (Needs Assessment section) for a detailed description. In addition to the efforts already underway, the strategies, actions, and activities described below will be implemented to make a significant difference in guiding students to high levels of proficiency across the curriculum at an accelerated rate, as well as in preparing them for life-long success. The following description integrates the following Turnover Model components: Increased Learning Time, professional development and use of data.

In the academic year 2009 – 2010 De Anza implemented two 10th grade academies

(Information Technology & Communications Academy and Health Academy. While finalizing its work on the improvement of Sophomore articulation, the staff embarked upon the planning and design of a third 10th grade academy—the Henry Ramsey Law Academy, which was established in 2011-12. A student survey was conducted to gauge interest and 85% of the respondents expressed interest in the new academy, which is designed to provide opportunities not currently available for De Anza Students. The new academy put us on track to finalize the implementation of wall-to-wall 10th grade academies during 2011-12 academic year, thus creating smaller learning communities at both the Freshman and Sophomore grade levels. The ITCA and Health Academies have continued to matriculate their students and therefore include the 11th and 12th grade.

De Anza Actions and Activities (Based on new Increased Learning Time)

| | | |
|---|--|-----------------------|
| Instruction in core academic subjects | A. Extended year: early start to school year (2011-2014) | 24 hours /year |
| | B. Revised schedule: longer periods, shorter lunch (2011-2014) | 45 hours / year |
| | C. 0 - 7 period daily schedule (2012-2014) | 180 – 360 hours/ year |
| | D. Cyber High (2011-2014) | Varies per student |
| | E. Lunchtime tutoring (2011-2014) | 0.5 hour/day |
| | F. After school tutoring (2011-2014) | 2 hours/week |
| Instruction in other Subjects and Enrichment Activities | F. Afterschool Academic and Enrichment Program (School Safety and Security Grant) (2011 -12 second semester?) 2012-2013) | 181 hours/year |
| | G. Competitive Academic Clubs (2011-2014) | 20-40 hours/year |
| | H. Community Service (2011-2014) | 20 hours/ year |
| Teacher Collaboration | A. Staff retreat (2011-2013) | 5 days /year |
| | B. Weekly Collaboration (2011-2014) | 1 hour /week |
| | C. Department Release days (2011-2014) | 4 days /year |
| | D. Professional Development prior to opening of school (2011-2013) | 2 days/year |
| | E. Vertical Collaboration with feeder schools (2011-2014) | 4 days/year |
| | F. Professional Development Team (2011-2014) | 2 hours/month |
| | G. New Teacher Workshops | 1 hour/month |

| | | |
|--|---|------------------------------|
| | (2011-2014) | |
| | H. Peer Observation (2011-2014) | 2 hours per teacher/month |
| | I. Peer Observation and debriefing with consultant (2011-2014) | 5 days/year |
| | J. Development of long term plans for each subject area during summer (2011-2014) | 4 days per department/year |
| | K. Afterschool department collaboration (2011-2014) | 3 hours per department/month |
| | L. Academy Collaboration (2011-2014) | 5 hours/month |
| | M. Freshman House Collaboration (2011-2014) | 2 hours/month |
| | N. Collaborative Instruction Model (2011-2014) | 1 hour /month |

NOTE: We were able to implement the following ILT items, except as noted, by using QEIA funds. Those funds ended September 30th, 2011. The SIG funds will be necessary to continue and expand ILT.

Increased Learning Time

Instruction in Core Academic Subjects:

A. Extended year: De Anza school began offering the full academic program one week early, beginning August 16, 2011 instead of August 23, 2011. During the early start week we had the following foci:

- Ensure all incoming freshmen are assessed academically and enrolled in the appropriate programs;
- Establish protocols and procedures in the classroom to address student organization and study skills (this has been an identified area of weakness by faculty);
- Give students diagnostic assessments and make class adjustments as necessary;
- Begin instruction using standards-based SBE approved, adopted texts and the appropriate pacing guide/syllabus;
- Implement initial one-on-one appointment with counselors to discuss a 4-year plan, credit status, and class schedule;

This plan provides De Anza students 1,450 additional instructional minutes annually.

B. Revised Schedule: An additional 15 minutes of instructional time added to each day by cutting ten minutes from lunch and reducing passing periods from 6 minutes to 5 minutes.

C. 0 to 7 Period Daily Schedule: Due to the serious challenge with our low matriculation rate, the counselors, the Special Education Department Chair, and the administrative team recognized a need for an additional period within the instructional day. De Anza will implement a 7 period day designed to provide additional instruction time and address a variety of matriculation and equity issues exacerbated by our current schedule. Our rationale is as follows:

- English Language Learners in levels 1, 2 and 3 are required to take one block of ELD that is comprised of two periods. This configuration makes it impossible for ELs to take all the classes necessary to meet the A-G requirements, which impacts their eligibility for UC/CSU admittance. Because only one year of ELD can be used to fulfill English requirements, students need an additional period in their schedules so they can take additional English classes if necessary prior to graduation.
- Students who are credit deficient benefit from an additional period because it gives them the opportunity to accumulate at least 35 credits per semester during the instructional day, with opportunities for an additional 10 credits through Cyber High per semester.
- All students, regardless of instructional program, must have the opportunity for an education that prepares them for collegiate level education through fulfillment of the A-G requirements.

De Anza High School would have preferred to extend the instructional day for a full period during the 2011-12 school year. However, the student bussing situation presents a considerable challenge. Roughly 65% of our students take a special AC Transit public bus to and from school. There is only one opportunity to catch the bus afterschool, and it leaves roughly 6 minutes after dismissal. The past three principals, and district personnel, including the Associate Superintendent, have tried to work with AC Transit to adjust the bus schedule without productive results. The bus that picks students up after school is part of a commuter line going to San Francisco and cannot be re-routed, or adjusted.

However, during the past few months, our Associate Superintendent has forged a partnership with AC Transit, and the company is working with us to adjust the transportation schedule, thus allowing us to incorporate a full additional period by the second semester of 2011-12 or early in the 2012-13 academic year, thereby extending instructional day by 50+ minutes.

It is important to note that, during the 2012-13 school year, De Anza students will benefit from 9,000 minutes of additional instructional time annually by extending the day by a full period.

- D. Cyber High:** Cyber High- an online, individualized, independent study program available to all students and will be implemented in periods 0-7. All students may benefit from additional study, but in particular credit deficient students will have the opportunity to work towards meeting their graduation requirements. This would benefit students in grades 9-12.
- E. Lunchtime tutoring:** Lunchtime tutoring is available in all subject areas. Teachers offer remediation, review, enrichment, study skills reinforcement, social and academic support, etc. All students are encouraged to attend on a regular basis.
- F. After school Tutoring:** One hour of afterschool tutoring is available for all students on Tuesdays and Thursdays in all core subjects. Students must sign in and the teachers document their attendance. Teachers collaborate to determine the area of greatest need for the individual students.

Instruction in Other Subjects and Enrichment Activities:

- A. Afterschool Academic and Enrichment Program:** De Anza is applying for a School Safety and Security Grant to fund academic and enrichment activities for all students. This program will be offered during 7th period. The program is designed to support

academics and enrichment in equal proportions. The academic segment will include CAHSEE preparation, Cyber High, academic tutoring, and sports tutoring for each team. The enrichment opportunities will be based on student requests and may include activities such as dance, art, music production, drama, photography, and other high interest classes. Snacks and bus transportation will be provided by the grant.

- B. Competitive Academic Clubs:** Participation in MESA and Forensics enhance academic skills and provide experiential and work based learning opportunities. All students are invited to join these clubs.
- C. Community Service:** Students participate in community service activities afterschool and on the weekends. Teachers and community organizations such as “Build-On” and “Interact” facilitate these activities. Additionally, all seniors complete 20 hours of community service projects under the supervision of a faculty advisor.

Teacher Collaboration:

De Anza High School deeply values collaboration. It has been key to the change in culture and instructional cross-pollination.

- A. Staff Retreat:** At the end of the 2010 – 2011 school year, all staff members attended a retreat. This focused and structured time away from home allowed the staff to collaborate and plan for the upcoming year. The agenda for the retreat was determined by the professional development committee of teachers and then brought to the entire staff for discussion and input. Sessions during the retreat included whole staff discussions regarding student achievement data, department collaboration, academy collaboration, long term plan development for core subjects, professional development, equity exploration, team-building activities, etc.

- B. Weekly Collaboration:** The cycle of inquiry process is used constantly by the administrators, faculty, departments and staff at De Anza to identify challenges, create systems to address the challenges, revisit review progress, and adjust those approaches that are not working for students.

Teachers meet every Wednesday for an hour to address various areas of school need. Each month is divided between department meetings, academy/freshman house/team meetings, professional development and other school improvement discussions based on the input of a cross-section of De Anza stakeholders.

- C. Department Release Days:** Teachers are released once per quarter, four times per year to meet with the administrative team and discuss assessment data, instructional and engagement strategies implemented in the classroom, and additional efforts that can be implemented to better meet student needs and boost student performance.

In order to enhance horizontal collaboration, all core content and World Language departments staff will be released once per quarter to (1) continue working around establishment common syllabi, pacing guides, and common summative assessments; (2) discuss the implementation of formative assessments, data collected from assessments and student work; and (3) share successful instructional and engagement strategies. To support the ongoing implementation of common instructional practices and to facilitate the ongoing cycle of inquiry around these collaboratively created documents, the English and Math Departments will be released for one hour weekly. The Science, Social Studies and World Language Departments will be released for one hour bi-weekly to ensure fidelity and alignment.

- C. Professional Development Prior to Opening of School:** The staff returned to work two days prior to the opening of the school. This allowed time for collaborative preparation for the upcoming year. The staff met to outline and review schoolwide improvement strategies and discuss timelines for implementation. Teachers also had the opportunity to collaborate and continue the work began during the retreat and during the summer release days.
- D. Vertical Collaboration:** In order to positively impact freshman articulation, core content teachers from De Anza have travelled to Crespi Junior High, our main feeder school, for quarterly vertical articulation meetings. Additionally, all incoming 9th graders have been assessed by De Anza teachers on the Crespi site, using the Algebra Readiness diagnostic provided by the California Math & Science Partnership program, implemented by U.C. Berkeley, to design relevant programs and appropriate interventions for all incoming freshmen, particularly in Freshmen and Sophomore classes.
- E. Professional Development Team:** A Professional Development Team comprised of the Instructional Coach and two teacher leaders from the Instructional Leadership Team determines and plans professional programs based on needs assessment of the staff and students. The team will provide monthly professional development modules during Wednesday collaboration meetings in conjunction with the administrative team. These modules are data driven and will begin with site-wide expectations outlined in section i.
- F. New Teacher Workshops:** In order to provide support and professional development specific to the needs of new teacher to De Anza, these teachers meet on a monthly basis and work together with two master teacher coaches. Discussions include school wide strategies such as Black board configuration, checking for understanding assessments, exit slips, etc. and discussions regarding classroom and time management
- G. Peer Observation:** Teachers observe their colleagues to gain insight into new teaching and assessment practices that may be effective to increase student achievement in their own classroom. Additionally, during peer observations, teachers may observe new classroom management and student engagement techniques. Following each observation teachers reflect, share insights, and set timelines for implementation of new techniques within their own classes.
- H. Peer Observation and debriefing with consultant:** Dr. Bonnie Davis accompanies teachers during peer observations. Teachers discuss and reflect on their observations under the guidance of an educational consultant. Dr. Davis provides feedback and professional development regarding issues of engagement, classroom management, and equity.
- I. Development of Long Term Plans:** Although teachers began the work of creating long term plans during the staff retreat, these plans need to be updated, evaluated, and revised.
- J. Afterschool department collaboration:** The members of each must work together to plan engaging lessons and common assessments to address the standards outlined in the long term plans. Department members must also review the data from assessments and plan targeted review.
- K. Academy Collaboration:** Academy teachers need time to plan cross-curricular

projects, study trips, career fairs, parent nights, internship logistics, etc. Also, teachers review the achievement of each student and plan intervention strategies. Additionally the academy lead and teachers discuss updates from the advisory board or academy partner meetings.

L. Freshman house collaboration: Teachers meet to evaluate the progress of the freshman students and plan next steps to address areas of need.

M. Collaborative Instruction Model: De Anza High School will continue implementing two collaborative instructional models to meet the needs of Special Education students:

- Full inclusion model: where mild to moderate students are fully mainstreamed into general education classes. A Special Education teacher or Instructional Assistant pushes into the class and supports the students in accessing the curriculum.
- Applied Academics Academy (AAA): an academy established for moderate to severely handicapped, certificate track students, who need practical skills that will allow them to live and work independently and successfully with an emphasis on applied academic and career preparedness.

Monthly collaboration will take place after school with participating teachers in both models discussing ongoing implementation and necessary changes. The full inclusion model and AAA were both piloted during the 2010-11 academic year. We will continue to fine-tune the program based on student needs.

PHYSICAL AND EMOTIONAL SAFETY

Coordination

In order to maintain a physically safe environment, it is key that an additional assistant principal is available to support and serve students. In addition to site management and student discipline, the assistant principal will implement intervention programs; provide all data for collaboration and professional development; analyze data to determine the master schedule course offerings; to support teachers in classroom management and instruction; and to assist in bringing additional resources to the site through grant writing, partnership establishment and community outreach.

De Anza Health Center

The De Anza Health Center is the conduit through which most essential support services are provided to students. The Health Center offers a safe place and clinical services to students and staff that are extremely necessary to allow them the emotional stability and clarity to fully participate in school.

Due to the challenges being faced in our city, many De Anza students seek treatment for environmentally-related mental health issues, including:

- Post Traumatic Stress Disorder
- Depression/Suicidal ideations
- Extreme physical/emotional/sexual abuse
- Sexual Assault

The majority of De Anza High School students already use the services provided by the Health Center. During the 2010-11 academic year:

- 652/833 or 78% of the De Anza student body has received as of April for drop-in

support or crisis management.

- Health Center programs serve 220 Students PER WEEK, including individual and group therapy.
- 51 conflicts on campus have been avoided through conflict mediation provided by the Health Center, reducing violence on campus.
- The Health Center is on pace to make over 6,000 student contacts this year, exceeding the number of 2009-10 student contacts by over 1,000.

Physical Safety- Security and Support

The absence of physical safety creates the impossibility of education. For this reason, student safety is paramount at De Anza High School. Three key factors impact our need for additional site security:

- The site is under extensive construction
- The number of incoming freshman class increased by 25%
- We have a 59-acre site with a creek, and abandoned homes surround the perimeter

Because we are currently under construction, and will be so for the next three years, the demands on security personnel are ever increasing. The gating is not sufficient to keep high school students away from unauthorized areas and it is necessary to increase regular security patrols in these high-risk areas. Also because of construction currently taking place adjacent to the P.E. center, the field house, weight rooms and P.E. area are essentially cut off from the rest of the school but serve the greatest amount of students in any one period. For this reason, an additional site security guard is needed to assist with general security and student safety.

Partnerships

A wealth of key partnerships are already in place to provide support services (financial, SLC support, professional development and safety). A list of the providers and their services is provided in Appendix B.

IV. Recruitment, Screening, and Selection of External Providers

WCCUSD established three criteria for partnering with external providers whose qualifications and experience align with Turnaround efforts. External providers must:

1. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the schools' comprehensive instructional program and designed with staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
2. Use data to identify and help implement an instructional program that is researched-based and vertically aligned within subject matter as well as aligned with California's adopted academic standards. This includes English-Language Arts, Algebra and sequencing mathematic courses as well as intervention programs such as CAHSEE preparation/intervention.
3. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual Helms and DeAnza students.

TEACH FOR AMERICA

WCCUSD has selected *Teach for America* (TFA) as its external provider for technical assistance in developing and implementing the School Improvement Grant Turnaround Model at both schools. Teach for America has a proven record of effectiveness in all three areas.

For the last five years, the District has established a strong partnership with Teach For America (TFA) and the organization has contributed greatly to the improvement efforts. TFA has a deep understanding of our challenges and our strengths and is therefore ready to immediately begin support that is based on a thorough knowledge of the schools and the district. Principals of district schools where TFA teachers work continually request additional teachers who are selected and trained by TFA. So when TFA approached WCCUSD with a proposal to partner in the implementation of the Turnaround model at the two schools by providing a high quality professional development model, it was a natural fit based on the schools' identified needs.

The TFA teachers currently at Helms and DeAnza are outstanding leaders on campus. They provide superlative teaching strategies in the classroom to help students make tremendous gains. They are supported year round by *Teach for America* support staff as well as the school principals. Their leadership during department meetings and participation in faculty meetings is excellent.

The following represents the work that TFA will focus on based on the three criteria.

1. Provide staff ongoing, high quality, job-embedded professional.

Over time, Teach For America's experience and research has demonstrated that teachers who achieve significant academic results with their students operate differently from other teachers. Two decades of research has gone into studying the most effective teachers to identify characteristics that differentiate them from those teachers whose results with students are less significant. Upon studying thousands of teachers over the years – both Teach For America teachers and non-Teach For America teachers – clear trends emerged that set the most successful teachers apart from others. The results have shown that highly successful teachers operate in the same ways as leaders who achieve significant results in any context. By understanding the key components driving the success of these effective teachers (these characteristics are listed below), support staff can recognize when teachers are operating in the most effective way and then coach and develop them to ensure they are employing these strategies in the classrooms at a high level. These teachers employ the following crucial strategies in their practice:

- Setting an ambitious vision of student's academic success
- Investing students and their families in working hard toward a vision
- Planning purposefully to meet ambitious academic goals
- Executing those plans thoroughly and effectively
- Working relentlessly to achieve their vision.
- Continuously reflecting and improving on leadership and effectiveness.

The following scope and sequence for professional development of teachers aligns with these pillars and grounds teachers in this framework to enable them to be highly effective teachers⁶.

Pre-service training:

⁶ School principals participate in the TFA professional development program.

1. Teachers will build a strong foundation for the academic school year. They will work on grade level and subject matter standards. They will develop pacing guides and common assessments. Workshops are administered to help teachers develop classroom management strategies and protocols in their classrooms.
2. A vision is developed determining student success. Measurable goals are developed for their specific grade levels, and subject matter that align with Helms and DeAnza, WCCUSD, and California State Standards. A classroom community vision must be shared as well. Workshops and professional development sessions are administered to teach and internalize the framework of effective teaching.
3. Teachers must be trained to use foundational tools that will provide them with the opportunities to support students. (Data trackers, diagnostic and summative assessments). Teachers are provided with tools to help develop short and long term planning. Teachers are taught to use tools to develop unit planning, classroom management, student diagnosis, student assessment, and data tracking.

First 30 days:

1. Teachers establish classroom culture and climate that is conducive to learning. Workshops held to establish benchmarks and appropriate goals.
2. Initial data used to set year long goals and draft a long term plan that informs the content of the first unit and collect data about students' progress towards the goal. Teachers have diagnostic data for all of their students to accurately assess the starting point for each student.
3. Teachers use diagnostic data to finalize classroom goals.
4. All teachers will be observed at least once in the first 30 days to monitor their practice and identify a teacher action to prioritize for development.

First Semester:

1. Data from first unit is used to assess initial progress towards student achievement goals. Teachers work with support staff and principal to disaggregate initial student data.
2. Teachers begin to develop a theory around the outcomes and teacher actions causing the student results.
3. School-wide professional development is focused on building skill in problem solving around student outcomes.

Second Semester:

1. Teachers have the skills and practices to independently evaluate student outcomes, identify the causes of problems, and seek solutions.
2. Teachers are effectively using a problem solving approach to diagnose gaps and ensure students are on track to meet or exceed state standards and make significant academic gains with their students.
3. Using student data, teachers engage in problem –solving conversations with their principal and colleagues to identify the reasons for gaps in achievement and prioritize the key levers for raising achievement.

Ongoing:

1. Department Collaboration- teachers meeting consistently with dept. to develop common assessments, pacing guides, sharing best practices, sharing lesson plans, modeling exemplary lessons. Examination of CST blueprints and developing lesson plans accordingly.

2. School-wide Collaboration- meeting with all teachers to develop school-wide best practices (Exit slips, do nows, data collection systems, assessments).
3. Articulation with teachers both vertical and horizontal.
4. Teachers are on track to meet or exceed state standards and make significant academic gains with their students.

2. Use data to identify and help implement an instructional program.

Using data to measure student achievement helps teacher achieve three goals:

1. The data provides feedback and motivation for teachers and students.
2. Data allows teachers to continuously evaluate, and improve instructional strategies, identifying best practices and counterproductive strategies, and targeting resources where they are most needed.
3. Measuring student achievement enables teachers, in partnerships with the school, district, and Teach for America, to validate and communicate their overall impact and the progress the students are making.

Since many students at Helms and DeAnza are grade levels behind academically, teachers must prioritize ensuring that all students are making academic progress at an accelerated pace. Standard aligned diagnostic tools will enable teachers to collect initial data to determine students' initial academic levels and knowledge of prerequisite skills. Teachers will select the proper diagnostic tool, which can be district assessment or school assessment and map it against the CST blueprints standards by grade level, and subject matter. Student achievement level is based upon pure data. To make sure all student progress is aligned with California's academic standards, teachers will use CST blueprints while designing both lesson and unit plans. Principals will work with teachers at the beginning of the year to determine which assessments will be used throughout the year to measure student learning. Teachers will use the most rigorous assessments available to ensure that they have a comprehensive understanding of their students' achievement. Based on interim unit assessments, teachers will be able to determine how students are performing relative to the subject matter level standard for proficiency.

3. Promote the continuous use of student data to inform and differentiate instruction.

Within the first month of school, teachers will use diagnostic data collected to establish ambitious goals for student performance. Clarity around the goals and measures of success throughout the year ensures that teachers know exactly how their students are performing and can then establish effective strategies to ensure academic progress. Once goals and benchmarks are established, teachers will develop long term plans, unit plans, and aligned assessments. The ability to analyze and utilize the diagnostic data will inform the teacher where gaps exist between student ability and state standards.

Throughout the year, teachers will engage in a process of strategic problem solving in which they analyze student data to: 1) Determine student academic progress and gaps in learning and 2) Develop a theory around the teacher's actions that are contributing to both progress and gaps in student outcomes. By using data this way, teachers can engage in problem solving with their principal and with colleagues to identify the reasons for gaps in achievement, and prioritize the key points for raising achievement. They can identify the students who need the greatest degree of attention and develop plans to increase the achievement of this group. Teachers will engage in this structured problem-solving

process on a regular basis to ensure students are on track to meeting their goals. Teachers will work with colleagues in their content areas to share best practices and build their skill in other areas of development.

UNIVERSITY OF CALIFORNIA, BERKELEY Coaching Initiative

Professional development models that promote teacher use of research-based practices for diverse learners is a growing concern for WCCUSD. This is especially true for the two applicant schools as they serve increasingly diverse populations in terms of language, cultural, and economic status. The Coaching Initiative is a partnership between the district and the University of California, Berkeley, and a key service provider of technical assistance to the district's central goal of leadership capacity building.

The Coaching Initiative (CI) has been providing leadership coaching support to new administrators since 2002. CI is an urban district-capacity building initiative whose purpose is to build and support the skills, confidence, know-how, and courage of urban districts' site administrators to guide and direct instructional improvement at their schools, move their academic programs towards excellence for all students, and effectively advance district goals and outcomes.

The purpose and focus of the coaching relationship is to support the principal to move the academic program forward by building the skills, confidence, know-how, and courage of the principal to guide and direct instructional improvement at their schools.

Alignment with WCCUSD Principal Support Objectives

The Coaching Initiative Coordinator has met with the district Associate Superintendent K-Adult, the Assistant Superintendent for Educational Services, and the Executive Directors and engaged in conversation about the district's learning expectations for each of the principals at Helms and DeAnza. The CI Coordinator arranged for district Executive Directors, principals and coaches to conduct three-way conference meetings at the start of the school year to determine and gain consensus around the final learning goals. CI coaches are fully conversant with the district goals and objectives for principal development and the initiatives, processes, policies and procedures that are a part of the Turnaround Model. They will align their coaching work with the district and school goals and remain current in district directions by attending professional development.

Coaches and Principals will meet together at the school site for face-to-face visits from August through June. The number of visits per month is designated in the Coaching Plan Option chosen by the Executive Director and defined in the Coaching Plan. Visits are a minimum of three hours. But, when a principal is unable to meet for that block of time, then the coach and principal will set up additional meeting(s). In between on-site visits, coaches are available for unlimited email and unlimited phone support. The coaches conduct no less than 22 visits per year and meet no less than four times with the principals who also receive at least 20 hours of professional development. Coaches follow-up coaching visits with an email that summarizes the visit, shares additional thoughts, resources, and questions, and talks about next steps and the next visit.

In October, the coach, the principal and the supervising Executive Director (ED) will meet for a Three-Way Conference. Together, the three people will build a plan of coaching support that will be defined in a Coaching Plan. The Coaching Plan will include

co-developed goals, an anticipated timeline of coaching, identification of attendance at district-led principal professional development, and a process for assessing principal development over the course of the relationship. There will be end-of-year Three-Way Conference in May where the Coaching Plan goals will be discussed, looking at evidence of indicators of progress.

Coaching visits include conversations, planning, reflecting, classroom observations and walkthroughs, attendance at key school meetings and events, and attendance at Principal Meetings. If permission is obtained from the teacher, coaches will also observe a teacher's evaluation conferences.

Coaches will attend twenty hours of targeted, district principal professional development trainings identified by the ED in order to gain the same information as their coachees about WCCUSD expectations, policies, procedures, and timelines. The coach will use this information to better assist the coachee to achieve district outcomes. This is in addition to attendance at Principal Meetings.

Coaches engaged in providing the services are University of California, Berkeley (UCB) specialists, hired for the purpose of providing onsite coaching and unlimited phone/email access to principals and assistant principals who are new to leadership, the district, or their school site in West Contra Costa. All coaches are former urban principals who have interviewed and been hired by UCB to provide these services. All coaches have completed the UC Santa Cruz coaching professional development, and all participate in monthly UCB Coaching for Equity professional development. UCB is committed to providing coaches that meet the needs of WCCUSD and the individual administrators at the two Turnaround schools.

Effective Culturally Responsive Education

Please see Appendix for a description of services offered by Selena Jackson at Helms Middle School and Bonnie Davis and DeAnza High School..

V. Alignment of Other Resources with the Selected Intervention Models

Principals are given full authority to use their categorical and other site-based funds to support the Turnaround Model efforts specific to their respective schools.

Both schools will enjoy the full support of the district's Linked Learning partners that include ConnectEd California, the James Irvine Foundation, the Whittier Educational Foundation, the Contra Costa County Office of Education (ROP), and a coalition of industry, postsecondary, civic, and community partners. At a regional level WCCUSD is also a partner of the SB70 Contra Costa County Community Collaborative Career Technical Education (C5CTE) grant. Locally we are part of the Tech Prep Career Exploration Development grant for 7th and 8th graders, whose goal is to develop and implement programs that provide maximum number of students exposure to career exploration and experience for 7th and 8th grade students including career/employment opportunities in high wage, high growth business sectors.

Other resources that will be aligned to support the turnaround efforts include general funds and categorical funds such as Title I; Title II, which funds the TFA professional development and the UCB Coaching Initiative; and Title III; which will fund the WCCUSD Family Partnership Initiative. These funds will provide funds for Executive Directors to allocate time toward turnaround implementation efforts, staff development, parent

programs, and mental health centers.

District staffing resources also align their efforts with turnaround efforts. As noted throughout this proposal, the departments represented in the Teaching & Learning Cabinet will provide support to allow the principals the freedom to make decisions and run the school creatively. The Associate Superintendent, K-Adult and the Assistant Superintendent for Educational Services will share the position of Turnaround Officer. Additional support will be provided through Human Resources, as we look at working with our bargaining units to implement incentives flexibility.

Both schools will fully align the resources available at the sites with the activities described in this application:

HELMS--Helms student population and community has made us eligible for the following categorical funding: EIA/LEP; EIA/SCE; and Title I Parent Support.

EIA resources will be used to support English Learners (33% of the student population). These funds will be used for a 60% EL coach.

Title I funds will be used to implement on-going professional development during the school year, allow teachers to conduct peer observation, provide them with release time for SLCs or department calibrating, and review data to direct instruction. This funding will also be used to fund Community Workers (English and Bilingual – Spanish/English).

Quality Education Investment Act (QEIA) funds have supported school improvement at Helms since spring 2007. QEIA funds will provide for a class size reduction ratio of 21 in all core classes. Helms hired an additional 12 teachers to aid in this endeavor.

DEANZA--The school will receive the following resources to help to support turnaround efforts: EIA/LEP, EIA/SCE, and Title I.

Title I funds will provide for two bilingual community workers and two school community workers; extra hours for 40 teachers to meet for two hours per month; substitutes for the academic conferences to be held over two days, and substitutes for release toward study trips.

EIA/SCE will fund six graduate tutors to provide student academic support and funding for 40 teachers to provide tutoring one hour/week over 30 weeks.

EIA/LEP will be used to remunerate an ELD Coach.

VI. Alignment of Proposed SIG Activities with Current DAIT Process

The WCCUSD DAIT provider is the Contra Costa County Office of Education/Solano/Napa.

We ensured complete alignment with the DAIT process starting with the needs assessment process, as described in the Needs Analysis section (Section i) and continued throughout the development of the application.

The DAIT recommendations and activities focused in several key areas:

-Curriculum, Instruction and Assessment

- Fully implement all adoptions
- Ensure sufficient ELD instruction
- Implement strategic RLA/Math Intervention with needed time/space
- Develop stronger accountability system

-Governance and Leadership

- Promote a college going culture

- Continue to focus on equity with emphasis on culturally responsive practices
- Promote and support standards-based professional development and implementation of adopted curriculum

-Human Resources

- Negotiate contract language that provides designated RLA and Math collaboration time and planning
- Ensure that principals receive consistent training in regulatory procedures, LEA plan implementation (especially for instructional practices, leadership, and professional development)
- Negotiate contract language to provide more feedback to teachers on an annual basis.

-Fiscal Resources

- Ensure that all funding sources are used appropriately according to their funding source and specifically targeted to support the implementation of the LEA plan.

-Professional Development

- Ensure all teachers have RLA, Math and ELPD SB472 training and all administrators have AB 430 training
- Develop a more thorough staff PD needs assessment process in order to better support student areas of need
- Develop district expectations for learning centers
- Provide systematic procedures regarding EL instruction
- Establish a district system for teachers to share best practices

-Data Systems

- Provide deeper level of training in the use of the Edusoft data system to review benchmark data to determine levels of student mastery and areas for additional instructional support.
- Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information
- Ensure that assessment of student mastery happens more frequently than current practice (move from 3 times to 5 or 6 times per year)

-Parent and Community Involvement

- Develop a system for grade K-12 beginning year communication for parents/guardians about grade level standards and strategies for at-home support
- Provide family reading and math nights at schools districtwide to support learning at home
- Students and parents will be provided the results of the benchmark assessment on a regular basis
- Students will set individual goals to address areas of weakness.
- Provide parents of incoming students with a Welcome to School packet that contains suggestions for parental support of students' school readiness, student behavior expectations, and parent requests.

VII. Modification of LEA Practices or Policies

Upon award of the SIG grant, the schools will be placed under the direct supervision of the Associate Superintendent for K-Adult Operations and the Assistant Superintendent Educational Services for focused monitoring of the on-going implementation of the Turnaround model.

The West Contra Costa Unified School District is fully committed to providing the operational flexibility and sustained support needed to implement the necessary programs and practices to fidelity and with sustained support.

Since the Turnaround model was approved by the Board of Education, district hiring practices had to be modified for teacher selection. All teachers were released and had to re-apply for their positions at both schools. The application process included being interviewed by the principals and K-12 Executive Director.

The district also used board-adopted teacher competencies for the teacher selection process. The competencies were based in the California Standards for the Teaching Profession (CSTPs), the Danielson Framework for Teachers, and the standards by which Teach for America selects and supports its teachers, as described in Teaching as Leadership: the Highly Effective Teacher's Guide to Closing the Achievement Gap. These competencies are attached.

The district is also negotiating a Memorandum of Understanding (MOU) with the United Teachers of Richmond around key components of the Turnaround model: professional development, extended day, extended year, intervention programs, and more inclusive practices. These components are needed to raise the academic performance levels of students at both schools, at an accelerated rate. While these components will be implemented 100% during the 2012-2013 school year, the MOU language is specifically focused on compensation for longer day/year and teacher transfers to other schools.

All categories of stakeholders were involved via a multitude of meetings, which took place at each site, as described further, in Section IX.

VIII. Sustainment of the Reforms after the Funding Period Ends

WCCUSD intends to implement a waiver to extend the funding through September 30, 2016.

To ensure that each school is provided with technical assistance and the flexibility to implement the most compatible, effective and relevant practices, WCCUSD will establish a Turnaround Office led by two Cabinet officers: the Associate Superintendent K-Adult and the Assistant Superintendent for Educational Services. The Teaching and Learning Cabinet, Information Services and the district Business Office will support them as needed. The Turnaround Officers already have the capacity and authority to work with all district levels to effect needed changes in practices and policies as they arise.

The SIG funds complement efforts already underway and act as a catalyst for engaging in new levels of classroom instruction, intervention, professional development, monitoring and accountability. Because they are a matter of framework and institutionalization, new systems and practices will be sustainable with the district's ongoing resources.

The SIG funds also allow for an investment in our human resources as the school staffs will receive training in the use of data, and differentiated and culturally responsive instruction. They will form Professional Learning Communities, which support a forum for professional development and peer support. This will serve the schools—and the district

beyond the funding period. Incentives for professional learning by staff will include participation in the National Board for Professional Teaching Standards to complete advanced certification. A cadre of 50 teachers participated in 2009-10 and 30 teachers to date in 2010-12. We expect ten teachers from each applicant school will enroll in the program, which is funded by the district and Contra Costa County.

Due to the economic uncertainty, the most challenging feature to sustain will be the increase in instructional and learning time. However, if the schools are successful in turning around, it may be possible to reallocate the large amounts of funds used for intervention toward sustaining this feature.

The community and all stakeholders have provided strong evidence that they want all WCCUSD schools to succeed by supporting both their reconstruction via the passage of bond measures, and their existence via the approval of property taxes to provide manageable class sizes to improve core academics, attract/ retain quality teachers, improve campus safety/ cleanliness, and prepare students for college and workforce.

Furthermore, as noted earlier in this application, our Linked Learning efforts already have strong individual identities and partnerships that will continue to expand and evolve in coming years. Our key activities to increase community connections will be to deepen our relationships with our partners to enhance the quality and availability of linked learning opportunities for all students at our school, with the eventual creation of service-learning projects for all students. These partners will continue working closely with middle and high school Academies to craft programs that are tailored to the specific interests of students and teachers in our SLCs, and Academies will be encouraged to develop their own partnerships. We also expect that increasing our relationships with community-based support service providers will both improve student engagement and motivation in school.

Most importantly, we will continue to draw parents into the school community to engage them as active partners in their children's academic success. SLCs will create and support SLC-specific parent involvement committees, and will be encouraged to involve parents in the day-to-day life of the school community.

In recent years, the cities of Richmond and San Pablo have provided tremendous support to the applicant schools, from co-writing grants with the district, to matching grant monies, to earmarking city funds for after-school academic enrichment programs, demonstrating that education is not just the bailiwick of school districts, but rather, a community's shared responsibility. City support is most evidenced by their allocation of city funds to save six WCCUSD schools from closure due to low enrollment and the state budget crisis.

IX. Establishment of Challenging LEA Annual School Goals for Student Achievement

The annual indicators that will be used for turnaround implementation include: AYP targets; API targets; API growth points sustained over three years; percentage of objectives mastered on the District wide Benchmark assessments; AMO and API growth targets for English Learner subgroup; percentage of school-wide and subgroups scoring Advanced/Proficient on AMOs in ELA and math. The two applicant schools have established the following measurable goals:

HELMS:

- 10% decrease quarterly in African-American and Latino students that receive 2 or

more failing grades using prior year CST score to identify student need.

- 5% annual increase as measured by the CST on RLA for 7th and 8th grade.
- 5% annual increase as measured by the CST on Math and Algebra 1 scores for 7th and 8th grade.
- 50% of EL 1, 2, and 3 students will move to the next ELD Level as measured by district writing assessment.
- All ELD 4 students scoring 325 or above on the CST will be reclassified.

DEANZA:

- 10% decrease annually in the number of credit deficient students at every grade level as measured by the number of students matriculating with at least 55 credits per year.
- 10% decrease in African American and Latino credit deficient students at every grade level measured by the number of students matriculating with at least 55 credits per year. (This is not a duplicate goal. It is possible to reach our first goal, with no decrease in the number of African American and Latino students who are credit deficient. This goal specifically targets the two student populations with the greatest proportion of credit deficient students.)
- 7% increase in CAHSEE passage for 10th graders in Math annually as measured by the results of the February 2012 CAHSEE administration; goal of 5% increase in February 2013; 3% increase in February 2014.
- 2% increase in graduation rate annually as evidenced by the percentage of students meeting a-g graduation requirements
- 5% increase annually as measured by CST scores in Algebra 1 and Geometry
- 5% increase annually as measured by CST scores in English (grades 9,10,11).

Both schools will meet or exceed their API target annually.

X. Consultation with Relevant Stakeholders

The SIG process was presented as a discussion and action item on the agenda of board meetings and Academic Subcommittee meetings (co-chaired by 2 board members). The goal of these meetings was to inform stakeholders of what being a persistently lowest achieving school means, gather input for the action plan, approve competencies for hiring the staff at the two applicant schools, and finally to approve the SIG application. The principals, the Superintendent, the Assistant Superintendent of Educational Services, Associate Superintendent of K-Adult Operations, and the schools' Executive Directors facilitated meetings with the current staff, students, parents, community members, and other stakeholders at each of the schools. Included in these groups were members of the School Site Councils, Parent/Teacher and Student Associations (PTSA), English Language Advisory Committees (ELAC), and The United Teachers of Richmond (UTR). The goal of these meetings was to inform stakeholders of what the designation of "persistently lowest-achieving school" means and to gather information about what actions the district and the schools should take to accelerate the academic progress of students. Recommendations from our community, students, parents and staff have been incorporated into the components of the application. **At each school, the number of meetings held, the list of participants, the items discussed relative to school improvement, and the approved and/or rejected recommendations are summarized in tables provided in the Appendix.** As we proceed with the Turnaround model, the

schools will continue to discuss and gather information from stakeholders at both schools.

SIG Form 4a—LEA Budget Summary

Fiscal Year (FY) 2012–13

| | |
|--|----------------------------------|
| Name of LEA: West Contra Costa Unified School District | |
| County/District (CD) Code: 0761796 | |
| County: Contra Costa | |
| LEA Contact: Nia Rashidchi | Telephone Number: (510) 231-1139 |
| E-Mail: nrashidchi@wccusd.net | Fax Number: (510) 620-2183 |
| | |
| SACS Resource Code: 3180 Revenue Object: 8920 | |

| Object Code | Description of Line Item | SIG Funds Budgeted | | | |
|------------------------------|---|--------------------|----------------|----------------|----------------|
| | | FY 2012–13 | | FY 2013–14 | FY 2014–15 |
| | | Pre-Imp. | Full Imp. | | |
| 1000– 1999 | Certificated Personnel Salaries | | 57,782 | 58,938 | 60,116 |
| 2000– 2999 | Classified Personnel Salaries | | 28,315 | 28,882 | 29,460 |
| 3000– 3999 | Employee Benefits | | 26,876 | 27,014 | 27,154 |
| 4000– 4999 | Books and Supplies | 6,190 | 6,190 | 6,190 | 6,190 |
| 5000– 5999 | Services and Other Operating Expenditures | | | | |
| 6000– 6999 | Capital Outlay | | | | |
| 7310 & 7350 | Indirect Costs @ 4.25% | | 5,064 | 5,143 | 5,224 |
| Total Amount Budgeted | | 6,190 | 124,228 | 126,167 | 128,144 |

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

| | |
|---|----------------------------------|
| Name of School: Helms Middle School | |
| County/District/School (CDS) Code: 07 61796 6057228 | |
| LEA: West Contra Costa Unified SD | |
| LEA Contact: Nia Rashidchi | Telephone Number: (510) 231-1130 |
| E-Mail: NRashidchi@wccusd.net | Fax Number: (510) 620-2183 |
| | |
| SACS Resource Code: 3180 Revenue Object: 8920 | |

| Object Code | Description of Line Item | SIG Funds Budgeted | | | |
|------------------------------|---|--------------------|------------------|------------------|------------------|
| | | FY 2012–13 | | FY 2013–14 | FY 2014–15 |
| | | Pre-Imp. | Full Imp. | | |
| 1000– 1999 | Certificated Personnel Salaries | 738,675 | 1,022,039 | 1,042,480 | 1,063,329 |
| 2000– 2999 | Classified Personnel Salaries | | 195,298 | 199,204 | 203,188 |
| 3000– 3999 | Employee Benefits | 95,183 | 351,848 | 358,885 | 366,063 |
| 4000– 4999 | Books and Supplies | | 52,200 | 7,200 | 7,200 |
| 5000– 5999 | Services and Other Operating Expenditures | | 22,500 | 22,500 | 22500 |
| 6000– 6999 | Capital Outlay | | | | |
| 7310 & 7350 | Indirect Costs | | 69,865 | 69,286 | 70,647 |
| Total Amount Budgeted | | 833,858 | 1,713,750 | 1,699,555 | 1,732,927 |

**SIG Form 5b—School Budget Narrative
HELMS MIDDLE SCHOOL**

| Description | 2012-13 | 2013-14 | 2014-15 | Object Code |
|--|----------------|----------------|----------------|--------------------|
| 60% Project Assistant: to assist with coordination of turnaround implementation including supporting staff; managing logistics of trainings, budgets, reports, and other turnaround-related actions as needed - \$60,000/year X 60% | \$36,000 | \$36,720 | \$37,454 | 1101 |
| 100% School Improvement Coordinator: Works with all stakeholders to ensure the objectives of the school improvement grant are implemented: gathers data and facilitates data analysis discussions with all stakeholder groups in order to identify areas of need; coordinates school improvement programs; monitors effective use of increased learning time; oversees afterschool instruction and enrichment programs; works with professional development team to ensure that PD opportunities address identified school improvement needs and student achievement gaps; supports teachers in classroom instruction and curriculum development; assists in bringing additional resources to the site through grant writing, partnership establishment and community outreach. | \$85,105 | \$86,807 | \$88,543 | 1110 |
| Professional Development/Collaboration: One full-time Instructional Math Coach to assist teachers with content and pedagogy, provide linkages within Project Lead The Way Engineering Academy, and work with new teachers. | \$68,000 | \$69,360 | \$70,747 | 1110 |
| Extended Day: All teachers, counselors, librarians (46 staff total) @ 120% for additional daily period = 46 teachers X \$45,000 average per teacher/year X 20% | \$414,000 | \$422,280 | \$430,726 | 1110 |
| Two teachers for Math remediation and two for English remediation, to create classes that support students that have | \$180,000 | \$183,600 | \$187,272 | 1110 |

| | | | | |
|--|------------------|------------------|------------------|------|
| scored Basic, Below Basic, and Far Below Basic in CSTs - 4 teachers X \$45,000/yr each. | | | | |
| Small Learning Communities (SLCs): 4 days planning and professional development for SLCs in August 2012: 4 days X 46 teachers * \$40/hr average per diem/ teacher X 6 hours | \$44,160 | \$45,043 | \$45,944 | 1120 |
| Extended Year: Teachers Early Back for students Aug 8 through Aug 22 120% day -- Total of eleven instructional days @ per diem \$240 used as an average: =11 days X \$280 per diem average X 46 teachers | \$141,680 | \$144,514 | \$147,404 | 1120 |
| Collaboration and SLC: Substitutes for 42 teachers @ \$11.6.15/day X 3 days for academic conferencing. Counselors do not require substitutes. | \$14,635 | \$14,928 | \$15,226 | 1120 |
| Academic Support: 8 teachers 2 hrs/wk X \$29.45/hr X 33 wks to provide after-school tutoring. | \$15,550 | \$15,861 | \$16,178 | 1120 |
| SLCs: Substitutes to allow Helms teachers to work on vertical articulation with elementary and high schools: 8 teachers X 2 visits per school X 7 schools to visit X \$116.15/sub. | \$13,009 | \$13,269 | \$13,535 | 1120 |
| Extended Year: Principal for 8 days and two A.P.s for 10 days each = 28 days X \$450/day | \$9,900 | \$10,098 | \$10,300 | 1320 |
| SUBTOTAL 1000 | 1,022,039 | 1,042,480 | 1,063,329 | |
| SLCs: 2 full time Graduate Tutors per SLC to conduct intervention and pull in/pull out tutoring = 6 grad tutors X \$24,035/year X 0.93FTE for 7 hrs a day. | \$134,112 | \$136,794 | \$139,530 | 2110 |
| Clerical Support: \$21,553/year X 80% | \$17,242 | \$17,587 | \$17,939 | 2410 |
| SLCs: Two new Site Supervisors will facilitate uniform checks, hall sweeps, peer mediations, and detentions. The current Site Supervisors will increase their prevention and intervention activities with individual students within the SLCs in collaboration with SLC staff - 2 site supervisors X \$20,000/year. | \$40,000 | \$40,800 | \$41,616 | 2910 |
| Extended Year: 11 days for Early Back: 5 site supervisors X 11.95/hr X 6 hours/day X 11 instructional days | \$3,944 | \$4,023 | \$4,103 | 2920 |

| | | | | |
|--|------------------|------------------|------------------|---------------|
| SUBTOTAL 2000 | 195,298 | 199,204 | 203,188 | |
| SLCs: Supplies for 5 PD days in August -- 5 days X 55 staff (46 teachers, 3 admins, 4 office staff, 2 librarians) X \$8/person | \$2,200 | \$2,200 | \$2,200 | 4300 |
| Books and Materials for professional development (Marzano books, charts, etc.) | \$5,000 | \$5,000 | \$5,000 | 4300 |
| Computer lab set up for Chevron's "Project Lead the Way": class of 26 DELL computers including all accessories, supplies, lockdowns, peripherals and service contract. | \$45,000 | | | 4460 |
| SUBTOTAL 4000 | 52,200 | 7,200 | 7,200 | |
| Professional Development - Selina Jackson to provide Culturally Responsive Pedagogy training: \$2500 per day for 5 days . Mrs. Jackson will work with all staff in a group setting and the work with the SLC individual teams. | \$22,500 | \$22,500 | \$22,500 | 5860 |
| SUBTOTAL 5000 | \$22,500 | \$22,500 | \$22,500 | |
| Fringe Benefits for SLC teachers | \$5,913 | \$6,031 | \$6,152 | 3101- 3601 |
| Fringe Benefits for Extended Year | \$18,970 | \$19,349 | \$19,736 | 3101- 3601 |
| Fringe Benefits for P.A. | \$17,492 | \$17,842 | \$18,199 | 3101- 3601 |
| Fringe Benefits for Math Coach | \$30,225 | \$30,830 | \$31,446 | 3101- 3601 |
| Fringe Benefits Substitutes | \$1,959 | \$1,998 | \$2,038 | 3101- 3601 |
| Fringe Benefits Extended Day staff | \$55,430 | \$56,539 | \$57,669 | 3101- 3601 |
| Fringe Benefits Administration | \$1,326 | \$1,353 | \$1,380 | 3101- 3601 |
| Fringe Benefits Teachers After School Tutoring | \$2,082 | \$2,124 | \$2,166 | 3101- 3601 |
| Fringe Benefits Substitutes | \$1,742 | \$1,777 | \$1,812 | 3101- 3601 |
| SUBTOTAL 3000 | 351,848 | 358,885 | 366,063 | |
| Pre-implementation extended day: 45 teachers | \$738,675 | | | |
| Fringe Benefits for pre-implementation | \$95,183 | | | |
| TOTAL Pre-implementation | \$833,858 | | | |
| TOTAL Years I to III | 1,713,750 | 1,699,555 | 1,732,927 | |

| | | | | |
|---------------------------------|--------------------|--|--|--|
| | | | | |
| GRAND TOTAL HELMS SCHOOL | \$5,980,090 | | | |

School Name:

SIG Form 5a—School Budget Summary

Fiscal Year 2012–13

| | |
|---|----------------------------------|
| Name of School: De Anza High School | |
| County/District/School (CDS) Code: 07 61796 0732164 | |
| LEA: West Contra Costa Unified SD | |
| LEA Contact: Nia Rashidchi | Telephone Number: (510) 231-1139 |
| E-Mail: nrashidchi@wccusd.net | Fax Number: (510) 620-2183 |
| | |
| SACS Resource Code: 3180 Revenue Object: 8920 | |

| Object Code | Description of Line Item | SIG Funds Budgeted | | | |
|------------------------------|---|---------------------------|-----------|------------------|------------------|
| | | FY 2012–13 | | FY 2013–14 | FY 2014–15 |
| | | Pre-Imp. | Full Imp. | | |
| 1000– 1999 | Certificated Personnel Salaries | 104,736 | 822,892 | 1,188,010 | 1,211,770 |
| 2000– 2999 | Classified Personnel Salaries | | 90,847 | 92,664 | 94,517 |
| 3000– 3999 | Employee Benefits | 23,625 | 396,227 | 404,151 | 412,234 |
| 4000– 4999 | Books and Supplies | 250 | 55,500 | 30,500 | 25,500 |
| 5000– 5999 | Services and Other Operating Expenditures | | 129,000 | 129,000 | 129,000 |
| 6000– 6999 | Capital Outlay | | | | |
| 7310 & 7350 | Indirect Costs | | 63,515 | 78,384 | 79,603 |
| Total Amount Budgeted | | 128,611-1,1557,980 | | 1,922,709 | 1,952,625 |

**SIG Form 5b—School Budget Narrative
DE ANZA HIGH SCHOOL**

| Description | 2012-13 | 2013-14 | 2014-15 | Object Code |
|--|----------------|----------------|----------------|--------------------|
| CAHSEE: Two full-time teachers for CAHSEE Prep classes @ \$45,000/yr each. | \$90,000 | \$91,800 | \$93,636 | 1110 |
| Intervention: One full-time teacher for A/B Math Schedule for students in need of a repeat remediation semester | \$45,000 | \$45,900 | \$46,818 | 1110 |
| Support: One full time AVID teacher @ \$45,000/yr | \$45,000 | \$45,900 | \$46,818 | 1110 |
| Student Support: One full-time teacher for Cyber High - online, individualized, independent study program implemented in periods 0-7 and after school. | \$45,000 | \$45,900 | \$46,818 | 1110 |
| (PDC): Beginning of school year Cycle of Inquiry, collaboration and planning - 50 teachers X 3 days in August X \$225 per diem | \$33,750 | \$34,425 | \$35,114 | 1110 |
| PDC: One full-time Reading/Language Arts Coach to assist teachers with teaching strategies, provide linkages within the R/LA department, between departments, and to work with new teachers. | \$68,000 | \$69,360 | \$70,747 | 1110 |
| SLC: One 0.6FTE intervention teacher to support the new structure of wall-to-wall 9th grade houses @ \$45,000 salary | \$27,000 | \$27,540 | \$28,091 | 1110 |
| 100% School Improvement Coordinator: Works with all stakeholders to ensure the objectives of the school improvement grant are implemented: gathers data and facilitates data analysis discussions with all stakeholder groups in order to identify areas of need; coordinates school improvement programs; monitors effective use of increased learning time; oversees afterschool instruction and enrichment programs; works with professional development team to ensure that PD opportunities address identified school improvement needs and student achievement gaps; supports | \$90,000 | \$91,800 | \$93,636 | 1110 |

| | | | | |
|--|-----------|-----------|-----------|-------|
| teachers in classroom instruction and curriculum development; assists in bringing additional resources to the site through grant writing, partnership establishment and community outreach. | | | | |
| Student Support: Two counselors to assist students and work in the Mental Health Center | \$55,000 | \$56,100 | \$57,222 | 1110 |
| 60% Project Assistant: to assist with coordination of turnaround implementation including supporting staff; managing logistics of trainings, budgets, reports, and other turnaround-related actions as needed - \$60,000/yr X 60% | \$36,000 | \$36,720 | \$37,454 | 1110 |
| Extended Year: Teachers Early Back for a total of five instructional days @ per diem \$225 used as an average: = 5 days X \$225 per diem average X 52 teachers | \$59,670 | \$60,863 | \$62,081 | 1120 |
| Extended Year: Twenty 9th grade teachers for 2-day student orientation in August -- 20 teachers X 245.95/hr X 6 hours | \$7,068 | \$7,209 | \$7,354 | 1120 |
| Extended Day: Teachers @ 120% for additional daily period = 52 teachers X \$45,000 average per teacher/year X 5% for 15 additional minutes in year one and 20% for a full period in years 2 and 3. District will be finalizing arrangements with AC Transit to begin in Year 2. | \$117,000 | \$468,000 | \$477,360 | 1120 |
| PDC: Substitutes for Cycle of Inquiry teacher release: days X \$116.15/day X 48 subs | \$22,301 | \$22,747 | \$23,202 | 1120 |
| Professional Development/Collaboration (PDC): End of school year Cycle of Inquiry, collaboration and planning - 52 teachers and staff X 5 days in June X 6 hrs/day X \$29.45/hr. | \$46,861 | \$47,798 | \$48,754 | 11120 |
| PDC: Hourly rate for teachers to collaborate and plan after school -- 36 hrs for math and English, 18 hrs for Science, History and World language - a total of 774 hrs for collaboration X 29.45/hr | \$22,794 | \$23,250 | \$23,715 | 1120 |

| | | | | |
|---|----------------|------------------|------------------|------|
| PDC: Vertical Articulation with Crespi Middle School 4 times a year X 2 hrs/session X\$29.45/hr X 16 teachers | \$3,770 | \$3,845 | \$3,922 | 1120 |
| Student Support: Forty teacher hours for 10 teachers to conduct assessment of incoming 9th graders - 40 hours X \$29.45/hr | \$1,178 | \$1,202 | \$1,226 | 1120 |
| Extended Year: Principal and two VPs X 5 days in August X \$500 average/administrator | \$7,500 | \$7,650 | \$7,803 | 1320 |
| SUBTOTAL 1000 | 822,892 | 1,188,010 | 1,211,770 | |
| Extended Year: Cashier for 15.45% additional time X \$37,273.29/year | \$4,989 | \$5,089 | \$5,191 | 2410 |
| Clerical: \$21,553/yr X 80% | \$17,242 | \$17,587 | \$17,939 | 2410 |
| Community Outreach: Bilingual School Community Worker | \$28,000 | \$28,560 | \$29,131 | 2910 |
| Safety: Two Site Supervisors to facilitate discipline, hall sweeps, peer mediations, and detentions - 2 site supervisors X \$20,000/yr | \$40,000 | \$40,800 | \$41,616 | 2910 |
| PDC: Bilingual School Community Worker to participate in collaboration and planning - 5 days X #16.43/day X 7.5hrs/day (these are full day staff) | \$616 | \$628 | \$641 | 2920 |
| SUBTOTAL 2000 | 90,847 | 92,664 | 94,517 | |
| Supplies and food for June and August PDC sessions | \$500 | \$500 | \$500 | 4300 |
| Materials for trainings | \$10,000 | \$10,000 | \$10,000 | 4300 |
| Materials and supplies for all Helms students e.g. daily planners and SLC-related supplies | \$45,000 | \$20,000 | \$15,000 | 4300 |
| SUBTOTAL 4000 | 55,500 | 30,500 | 25,500 | |
| Travel, mileage, and conference costs | \$14,000 | \$14,000 | \$14,000 | 5200 |
| Writers coach connection: To train writing coaches (volunteers, parents, after-school staff) to provide 1:1 coaching and support to students who score below basic on CSTs and those who receive a score of 2.5 or lower on the essay portion of the English CAHSEE | \$10,000 | \$10,000 | \$10,000 | 5200 |
| Bay Area Community Resources (BACR): to coordinate operations and activities at the Mental Health Center. | \$100,000 | \$100,000 | \$100,000 | 5860 |
| PD: Bonnie Davis to provide training and coaching for teachers in culturally | \$5,000 | \$5,000 | \$5,000 | 5860 |

| | | | | |
|---|----------------|----------------|----------------|-----------|
| responsive approaches to teaching, learning and classroom management. | | | | |
| SUBTOTAL 5000 | 129,000 | 129,000 | 129,000 | |
| Fringe Benefits for PDC Cycle of Inquiry June | \$6,274 | \$6,400 | \$6,527 | 3101-3601 |
| Fringe Benefits for Extended Year above | \$965 | \$984 | \$1,004 | 3101-3601 |
| Fringe Benefits for Extended Year principal and VP | \$1,004 | \$1,024 | \$1,045 | 3101-3601 |
| Fringe Benefits for Extended Day above | \$15,665 | \$15,978 | \$16,298 | 3101-3601 |
| Fringe Benefits for teacher planning August | \$4,519 | \$4,609 | \$4,702 | 3101-3601 |
| Fringe Benefits for Subs above | \$2,986 | \$3,046 | \$3,107 | 3101-3601 |
| Fringe Benefits for teacher collaboration above June | \$3,052 | \$3,113 | \$3,175 | 3101-3601 |
| Fringe Benefits for Vertical Articulation | \$505 | \$515 | \$525 | 3101-3601 |
| Fringe Benefits for teacher assessing 9th graders | \$158 | \$161 | \$164 | 3101-3601 |
| Fringe Benefits for Extended Year above | \$7,990 | \$8,149 | \$8,312 | 3101-3701 |
| Fringe Benefits for CAHSEE prep teachers | \$54,290 | \$55,376 | \$56,483 | 3101-3701 |
| Fringe Benefits for A/B Math Schedule Teacher | \$27,145 | \$27,688 | \$28,242 | 3101-3701 |
| Fringe Benefits for AVID Teacher | \$27,145 | \$27,688 | \$28,242 | 3101-3701 |
| Fringe Benefits for Cyber High Teacher | \$27,145 | \$27,688 | \$28,242 | 3101-3701 |
| Fringe Benefits for R/LA Coach | \$30,225 | \$30,830 | \$31,446 | 3101-3701 |
| Fringe Benefits for intervention teacher | \$24,735 | \$25,230 | \$25,734 | 3101-3701 |
| Fringe Benefits for School Improvement Coordinator | \$36,055 | \$36,776 | \$37,512 | 3101-3701 |
| Fringe Benefits for Counselor | \$49,604 | \$50,596 | \$51,608 | 3101-3701 |
| Fringe Benefits for P.A. | \$17,492 | \$17,842 | \$18,199 | 3101-3701 |
| Fringe Benefits for Extended Year Cashier | \$1,187 | \$1,211 | \$1,235 | 3202-3802 |
| Fringe Benefits for Bilingual School Community Worker | \$6,662 | \$6,795 | \$6,931 | 3202-3802 |

| | | | | |
|--|-----------------|----------------|----------------|-----------|
| Fringe Benefits for Site Supervisors | \$47,252 | \$48,197 | \$49,161 | 3202-3802 |
| Fringe Benefits for Clerk | \$4,102 | \$4,184 | \$4,268 | 3202-3802 |
| Fringe Benefits for Bilingual Community Worker | \$70 | \$71 | \$73 | 3302-3602 |
| SUBTOTAL 3000 | 3,96,227 | 404,151 | 412,234 | |

| | | | |
|---------------------------|--------------------|--------------------|--------------------|
| SUBTOTAL YEARS 1-3 | \$1,494,465 | \$1,844,325 | \$1,873,021 |
| Indirect @ 4.25% | \$63,515 | \$78,384 | \$79,603 |
| TOTAL | \$1,557,980 | \$1,922,709 | \$1,952,625 |

| | | |
|---|------------------|-----------|
| Professional Development/Collaboration (PDC): End of school year Cycle of Inquiry, collaboration and planning - 52 teachers and staff X 5 days in June X 6 hrs/day X \$29.45/hr. | \$45,942 | 1120 |
| 40% School Improvement Coordinator: Works with all stakeholders to ensure the objectives of the school improvement grant are implemented: gathers data and facilitates data analysis discussions with all stakeholder groups in order to identify areas of need; coordinates school improvement programs; monitors effective use of increased learning time; oversees afterschool instruction and enrichment programs; works with professional development team to ensure that PD opportunities address identified school improvement needs and student achievement gaps; supports teachers in classroom instruction and curriculum development; assists in bringing additional resources to the site through grant writing, partnership establishment and community outreach. | \$36,000 | 1110 |
| PDC: Hourly rate for teachers to collaborate and plan after school - - 36 hrs for math and English, 18 hrs for Science, History and World language - a total of 774 hrs for collaboration X 29.45/hr - June 2012 | \$22,794 | 1120 |
| Supplies and food for June 2012 PDC sessions | \$250 | 4300 |
| Fringe Benefits for PDC June | \$6,151 | 3101-3601 |
| Fringe Benefits for teacher collaboration above June | \$3,052 | 3101-3601 |
| Fringe Benefits for School Improvement Coordinator | \$14,422 | 3101-3701 |
| SUBTOTAL Pre-Implementation | \$128,611 | |

GRAND TOTAL DE ANZA: \$5,562,924

SIG Form 7—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form located on the CDE Funding Tools and Materials Web Site at <http://www.cde.ca.gov/fq/fo/fm/>. Do **not** submit SIG Form 7 to the CDE; retain at the LEA.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension (Do not submit as part of RFA.)

Download the following three forms from the CDE Funding Tools and Materials Web site at <http://www.cde.ca.gov/fq/fo/fm/>. The signature on the front of the application indicates acknowledgement and agreement to all assurances.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

The WCCUSD has retained on file a copy of these assurances.

SIG Form 8—Sub-grant Conditions and Assurances (Page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances.

The US Department of Education requires LEAs to adhere to the following assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I, Tier II, and Tier III school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.

Furthermore, the CDE requires LEAs to adhere to the following additional assurances:

5. Ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. Follow all fiscal reporting and auditing standards required by the CDE.
7. Participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. Respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. Use funds only for allowable costs during the sub-grant period.
10. Include in the application all required forms signed by the LEA Superintendent or designee.
11. Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant,

SIG Form 8—Sub-grant Conditions and Assurances (Page 2 of 3)

including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. Hereby express its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. Ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. Ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education on the Web page at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source).
16. Agree that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. Cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and provide all requested documentation to the SEA personnel in a timely manner.
18. Repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. Administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. Obligate all sub-grant funds by the end date of the sub-grant award period or repay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. Maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 8—Sub-grant Conditions and Assurances (Page 3 of 3)

22. Comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

The signature on the front of this application indicates acknowledgement and agreement to all assurances.

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School

| School: HELMS MIDDLE SCHOOL - <u>Tier: II</u> | | | | | |
|---|--|----------|-----|---|--|
| Required Components | Actions & Activities | Timeline | | Oversight | Description of Evidence |
| | | Start | End | | |
| <p>a. Replace the principal and grant the new principal sufficient operational flexibility.</p> | <ul style="list-style-type: none"> - Examine district policies and structures related to central control and make modifications as need to fully support site turnaround. - Hire new principal (José De Leon) using district adopted competencies. -Allow principal (a) authority in responding to barriers to implementation of a strong instructional core and (b) flexibility and control over staffing, scheduling, resource allocation aligned with instructional priorities, and curriculum. - VP and Project Assistant support the principal. | 4/10 | XX | Associate Superintendent K-Adult, Assistant Superintendent Educational Services. | <p>ACHIEVED New Administration is in place.</p> |
| <p>b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment, screen all existing staff and rehire no more than 50 percent, and select new staff.</p> | <ul style="list-style-type: none"> - Negotiate with United Teachers of Richmond (union) on compensation for extended work year and extended day. -Review and select staff, using district adopted core competencies based on the California Standards for the Teaching Profession. - Hire/rehire no more than 50% of 2009-10 staff. | 4/10 | XX | Associate Superintendent K-Adult, Assistant Superintendent Ed. Services, Helms Principal. | <p>ACHIEVED New Staff is in place.</p> |

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|--|---|------|-----------------|---|---|
| <p>c. Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p> | <p>- Provide technical assistance (via external provider such as UCB Coaching Initiative and Teach For America) to support implementation and promote administration leadership development.</p> | 3/12 | <p>On-going</p> | <p>Associate Superintendent K-Adult, Assistant Superintendent Educational Services, Helms Principal, Human Resources, TFA</p> | <p>- Meeting attendance, agendas of topics addressed, surveys and portfolios.</p> |
| | <p>- Incentives for professional learning by staff including national certification.</p> | 3/12 | | | <p>Announcement and registration, participation.</p> |
| | <p>- Partnership with Teach For America (TFA) on teacher placement, setting achievement goals, and providing a comprehensive professional development plan.</p> | 3/12 | | | <p>Plan in place for 2012-13 and lists of TFA teachers</p> |
| | <p>- Opportunities for additional collaboration and professional learning, collaboration activities (stipend includes summer and school year work as described in narrative and supported by SIG budget) in support of turnaround model including academic conferencing and planning and collaboration around Small Learning Communities.</p> | 3/12 | | | <p>Teacher participation, agendas, sign-ins, SLC plans and agendas, surveys and evaluation of activities.</p> |
| <p>-Offer an 8 period day with 120% salaries in order to attract and retain excellent teachers.</p> | 3/12 | | | <p>Teachers participating in extended day.</p> | |

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

| School: HELMS MIDDLE SCHOOL - <u>Tier: II</u> | | | | | |
|--|---|-----------------------|---------|--|--|
| Required Components | Actions & Activities | Timeline Start End | | Oversight | Description of Evidence |
| <p>d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.</p> | <ul style="list-style-type: none"> - Provide technical assistance (via UCB Coaching Initiative and Teach For America) to support turnaround and promote administration leadership development. | 3/12 | Ongoing | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, Helms Principal, TFA, Leadership Team | <ul style="list-style-type: none"> - Meeting attendance, agendas of topics addressed, surveys and portfolios. |
| | <ul style="list-style-type: none"> -Partnership with Teach For America (TFA) on setting achievement goals, and implementing a comprehensive professional development program (five-week intensive program, ongoing one-on-one support and coaching, development of Professional Learning Communities). | 3/12 | | | <ul style="list-style-type: none"> - Participation, agendas of topics addressed, surveys and portfolios. |
| | <ul style="list-style-type: none"> - School Improvement Coordinator, in collaboration with TFA, will design professional development to address inconsistent teacher administration of benchmarks; alignment of curriculum, instruction and benchmarks; and improvement of pacing guides. | 3/12 | | | <ul style="list-style-type: none"> PD plan is in place and training topics and agenda in place. |
| | <ul style="list-style-type: none"> - School Improvement Coordinator, in collaboration with TFA, will coach ELA and mathematics teachers to support lesson study and job-embedded best instructional practice. | 3/12 | | | <ul style="list-style-type: none"> Participation in coaching sessions, teacher feedback via surveys, coordinator questionnaire. |
| | <ul style="list-style-type: none"> - Two release days per department will be scheduled during the year in order to complete the cycle of inquiry and direct instruction towards | 6/12 | | | <ul style="list-style-type: none"> - Cycle of Inquiry completed |

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| | <p>mastery.</p> <ul style="list-style-type: none"> - Release time to support planning, collaboration and SLC support for students and professional learning activities based on instructional learning goals determined each year by SLC Team. | | | | Number of collaborative sessions, participants, agenda, minutes, activities implemented. |
| <p>e. Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, or hiring a “turnaround leader” who reports directly to the LEA.</p> | <ul style="list-style-type: none"> - Site administration reports directly to Associate Superintendent K-Adult. - Create of Turnaround Office that includes the Associate Superintendent, K-Adult and the Assistant Superintendent for Educational Services (who share the position of Turnaround Officer), supported by the Teaching and Learning Cabinet, Information Services and the district Business Office as needed. - Turnaround Officer(s) oversee the development of the turnaround implementation plan and conduct monthly meetings with the school leadership and SLC teams to assess progress, determine needs, and provide technical support. - Allow principal with flexibility and control over staffing, scheduling, budget, and curriculum. - Align district and school resource allocation with school’s instructional priorities. - Align work with DAIT support and findings | <p>4/10</p> <p>7/11</p> <p>3/12</p> <p>4/10</p> <p>11/11</p> | <p>On-going</p> | <p>Associate Superintendent K-Adult, Assistant Superintendent Educational Services, Business Services</p> | <p>ACHIEVED</p> <p>ACHIEVED</p> <p>Meeting agendas, participants surveys, agendas, minutes, plans of action and implementation.</p> <p>ACHIEVED and ongoing</p> <p>SIG is an integral component of the School Plan DAIT recomm. and report</p> |

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| | -School Improvement Coordinator and Project Assistant will work closely with Turnaround Office to implement instructional program. | | | | Meeting dates and agendas + minutes. |
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| <p>f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p> | - Use CSTs, API and AYP data, as well as APS, DAS results and DAIT recommendations to gauge current status of teaching and learning, including instructional program and alignment with high school performance data (student disaggregated data). | 4/10 | On-going | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, with T&L Cabinet, Helms Principal | School and SIG Plan and reports with data analysis disseminated to school staff and stakeholders |
| | - Weekly Collaboration Meetings to discuss and analyze data and create action plans based on the results. | 8/11 | | | Began the process: SIG is at the basis of school and action plans and updates. |
| | - Establish site-wide expectations for daily instruction. | 8/11 | | | School Plan and staff meeting agendas |
| | - Vertical articulation (w/ elementary and high school) | 6/12 | | | Training agenda, meetings with feeder schools, minutes |
| | - Integration of SLC career-theme aligned with the SLC at the receiving high school (Richmond HS). | 8/11 | | | ACHIEVED, ongoing training |
| | - SLC Horizontal alignment: Departments will meet in order to share instructional ideas and create common lessons and assessments in like subject areas. | 4/12 | | | Training agenda, meetings among SLC teachers, minutes |
| - SLC's meet to align themes (Engineering, Creative and Performing Arts, and Multi-Media) across core classes and electives. | 8/11 | Process has begun. Meeting agendas, minutes, action plans. | | | |

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

| School: HELMS MIDDLE SCHOOL - <u>Tier: II</u> | | | | | |
|---|---|-------------------|-----|--|--|
| Required Components | Actions & Activities | Timeline Start | End | Oversight | Description of Evidence |
| <p>g. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> | <ul style="list-style-type: none"> - Teach For America professional development (TFAPD): Principals work with teachers at the beginning of the year to determine which assessments will be used throughout the year to measure student learning. - TFAPD: Teachers select the proper diagnostic tool, which can be district assessment or school assessment, and map it against the CST blueprints standards by grade level, and subject matter. - Teachers use CST blueprints when designing both lesson and unit plans. - TFAPD: Teachers continuously evaluate data to improve instructional strategies, identify best practices and counterproductive strategies, and target resources where they are most needed. - TFAPD: Teachers engage in a process of strategic problem solving in which they analyze student data to: 1) Determine student academic progress and gaps in learning and 2) Develop a theory around the teacher’s actions that are contributing to both progress and gaps in student outcomes. | 8/12 | | <p>Associate Superintendent K-Adult, Assistant Superintendent Educational Services, TFA, Principal, SLC and Leadership Teams, Information Technology Services.</p> | <p>Teach For America Evaluation Tools (please see description of activities under column “Actions and Activities”), including disaggregated scores from a standards-based test administered at the beginning and end of the school year, collected student data from school records and teacher data from teacher surveys.</p> |

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| | <ul style="list-style-type: none">- Teachers engage in problem solving with their principal and with colleagues to identify the reasons for gaps in achievement, and prioritize the key points for raising achievement. They identify the students who need the greatest degree of attention and develop plans to increase the achievement of this group.- The Cycle of Inquiry is part of short cycles of data review to guide instruction.- Use of the Data Teams process and the establishment and sustainment of Professional Learning Communities around data-based assessment of student learning.- Teachers are released once per quarter, four times per year to meet with the administrative team and discuss assessment data, instructional and engagement strategies implemented in the classroom.- Benchmarks per quarter will be used to backwards plan the lessons for that period.- Use of 1) formative assessment, 2) two quarterly benchmarks, 3) <i>Edusoft</i> to disaggregate data and focus on students' strengths and needs.- Implement processes for reviewing other data that impacts achievement (attendance, discipline, social emotional issues) within each SLC. | | | | |
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| | <ul style="list-style-type: none"> - EL Reclassification Process is established. - The EL Coach will work with students in ELD classes and coordinate with SLCs. - Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information. | | | | |
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| <p>h. Establish schedules and implement strategies that provide increased learning time.</p> | <p><u>Core Academic:</u> We are adding one week of classes to the beginning of the school year, two minutes to each period, and adding one period (either reading intervention, math intervention, or SLC-themed academic course) to the school day. <u>Amount Increased:</u> 229.3 hours/year</p> <p><u>Enrichment:</u> 3 hours of after-school tutoring and enrichment activities available to all students every day. <u>Amount Increased:</u> 555 hours/year</p> <p><u>Teacher Collaboration:</u> Teachers will attend 5 days of training prior to the beginning of the school year. Teachers meet with the other teachers in their SLCs during one common planning period (49 minutes) each week. Teachers meet as a staff or in departments for a Collaboration Meeting (75 minutes) each week. Teachers will use release days to observe peer teachers and collaborate for 3 days</p> | <p>3/12 (all)</p> | <p>On going</p> | | <p>Actual learning time increased in core academics and enrichment as well as teacher collaboration.</p> <p>Impact on student achievement as measured by benchmark assessments, and Edusoft data.</p> <p>Impact on student engagement as measured by student surveys and families, and teacher feedback/ observations.</p> <p>Meeting agendas, topics covered and sign-in sheets for teacher collaboration.</p> |
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| | over the course of the year. Amount Increased: 129.55 hours/year | | | | |
| i. Provide appropriate social-emotional and community-oriented services and supports for students. | <ul style="list-style-type: none"> - Helms Community Project offerings (too numerous to list here--please see attachment), including case management, college and career preparation, civic and community engagement, mentoring and a wealth of other programs. - Ongoing counseling support. - Community workers outreach to parents, families, and community-based service providers. | On- goi ng | On- goi ng | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, Helms Principal, HCP Coordinator | Continue surveys of students and families participating in the Helms Community Project, student and family participation in the program. Discipline data. Parent involvement reports. |

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School

| School: DE ANZA HIGH SCHOOL - <u>Tier: II</u> | | | | | |
|---|--|-----------------------|----|---|--|
| Required Components | Actions & Activities | Timeline Start End | | Oversight | Description of Evidence |
| <p>a. Replace the principal and grant the new principal sufficient operational flexibility.</p> | <ul style="list-style-type: none"> - Examine district policies and structures related to central control and make modifications as need to fully support site turnaround. - Hire new principal (Robert Evans) using district adopted competencies. -Allow principal (a) authority in responding to barriers to implementation of a strong instructional core and (b) flexibility and control over staffing, scheduling, resource allocation aligned with instructional priorities, and curriculum. - VP and Project Assistant support the principal. | 4/10 | XX | Associate Superintendent K-Adult, Assistant Superintendent Educational Services. | <p>ACHIEVED New Administration is in place.</p> |
| <p>b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment, screen all existing staff and rehire no more than 50 percent, and select new staff.</p> | <ul style="list-style-type: none"> - Negotiate with United Teachers of Richmond (union) on compensation for extended work year and extended day. -Review and select staff, using district adopted core competencies based on the California Standards for the Teaching Profession. - Hire/rehire no more than 50% of 2009-10 staff. | 4/10 | XX | Associate Superintendent K-Adult, Assistant Superintendent Ed. Services, De Anza Principal. | <p>ACHIEVED New Staff is in place.</p> |

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|--|---|------|---------------------------|---|---|
| <p>c. Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p> | <p>- Provide technical assistance (via external provider such as UCB Coaching Initiative and Teach For America) to support implementation and promote administration leadership development.</p> | 3/12 | <p>On- goi ng</p> | <p>Associate Superintendent K-Adult, Assistant Superintendent Educational Services, De Anza Principal, Human Resources, TFA</p> | <p>- Meeting attendance, agendas of topics addressed, surveys and portfolios.</p> |
| | <p>- Incentives for professional learning by staff including national certification.</p> | 3/12 | | | <p>Announcement and registration, participation.</p> |
| | <p>- Partnership with Teach For America (TFA) on teacher placement, setting achievement goals, and providing a comprehensive professional development plan.</p> | 3/12 | | | <p>Plan in place for 2012-13 and lists of TFA teachers</p> |
| | <p>- Opportunities for additional collaboration and professional learning, collaboration activities (stipend includes summer and school year work as described in narrative and supported by SIG budget) in support of turnaround model including academic conferencing and planning and collaboration around Small Learning Communities.</p> | 3/12 | | | <p>Teacher participation, agendas, sign-ins, SLC plans and agendas, surveys and evaluation of activities.</p> |
| | | 3/12 | | | <p>Teachers participating in extended day.</p> |

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|---|--|--|-----------------|---|---|
| | <p>mastery.</p> <ul style="list-style-type: none"> - Release time to support planning, collaboration and SLC support for students and professional learning activities based on instructional learning goals determined each year by SLC Team. | | | | Number of collaborative sessions, participants, agenda, minutes, activities implemented. |
| <p>e. Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA, or hiring a “turnaround leader” who reports directly to the LEA.</p> | <ul style="list-style-type: none"> - Site administration reports directly to Associate Superintendent K-Adult. - Create of Turnaround Office that includes the Associate Superintendent, K-Adult and the Assistant Superintendent for Educational Services (who share the position of Turnaround Officer), supported by the Teaching and Learning Cabinet, Information Services and the district Business Office as needed. - Turnaround Officer(s) oversee the development of the turnaround implementation plan and conduct monthly meetings with the school leadership and SLC teams to assess progress, determine needs, and provide technical support. - Allow principal with flexibility and control over staffing, scheduling, budget, and curriculum. - Align district and school resource allocation with school’s instructional priorities. - Align work with DAIT support and findings -School Improvement Coordinator | <p>4/10</p> <p>7/11</p> <p>3/12</p> <p>4/10</p> <p>11/11</p> | <p>On-going</p> | <p>Associate Superintendent K-Adult, Assistant Superintendent Educational Services, Business Services</p> | <p>ACHIEVED</p> <p>ACHIEVED</p> <p>Meeting agendas, participants surveys, agendas, minutes, plans of action and implementation.</p> <p>ACHIEVED and ongoing</p> <p>SIG is an integral component of the School Plan DAIT recomm. and report</p> <p>Meeting dates and agendas</p> |

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| | and Project Assistant will work closely with Turnaround Office to implement instructional program. | | | | + minutes. |
|--|--|--|--|--|------------|

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|--|--|--|----------|--|--|
| <p>f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p> | <ul style="list-style-type: none"> - Use CSTs, API and AYP data, as well as APS, DAS results and DAIT recommendations to gauge current status of teaching and learning, including instructional program and alignment with high school performance data (student disaggregated data). | 4/10 | On-going | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, with T&L Cabinet, De Anza Principal | School and SIG Plan and reports with data analysis disseminated to school staff and stakeholders |
| | <ul style="list-style-type: none"> - Weekly Collaboration Meetings to discuss and analyze data and create action plans based on the results. | 8/11 | | | Began the process: SIG is at the basis of school and action plans and updates. |
| | <ul style="list-style-type: none"> - Establish site-wide expectations for daily instruction. | 8/11 | | | School Plan and staff meeting agendas |
| | <ul style="list-style-type: none"> - Vertical articulation (w/ elementary and high school) | 6/12 | | | Training agenda, meetings with feeder schools, minutes |
| | <ul style="list-style-type: none"> - Integration of SLC career-theme aligned with the SLC at the receiving high school (Richmond HS). | 8/11 | | | ACHIEVED, ongoing training |
| | <ul style="list-style-type: none"> - SLC Horizontal alignment: Departments will meet in order to share instructional ideas and create common lessons and assessments in like subject areas. | 4/12 | | | Training agenda, meetings among SLC teachers, minutes |
| <ul style="list-style-type: none"> - SLC's meet to align themes (Engineering, Creative and Performing Arts, and Multi-Media) across core classes and electives. | 8/11 | Process has begun. Meeting agendas, minutes, action plans. | | | |

SIG Form 10.1—Turnaround Implementation Chart for a Tier I or Tier II School, Cont.

| School: DE ANZA HIGH SCHOOL - <u>Tier: II</u> | | | | | |
|---|---|----------|-----|---|---|
| Required Components | Actions & Activities | Timeline | | Oversight | Description of Evidence |
| | | Start | End | | |
| <p>g. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p> | <ul style="list-style-type: none"> - Teach For America professional development (TFAPD): Principals work with teachers at the beginning of the year to determine which assessments will be used throughout the year to measure student learning. - TFAPD: Teachers select the proper diagnostic tool, which can be district assessment or school assessment, and map it against the CST blueprints standards by grade level, and subject matter. - Teachers use CST blueprints when designing both lesson and unit plans. - TFAPD: Teachers continuously evaluate data to improve instructional strategies, identify best practices and counterproductive strategies, and target resources where they are most needed. - TFAPD: Teachers engage in a process of strategic problem solving in which they analyze student data to: 1) Determine student academic progress and gaps in learning and 2) Develop a theory around the teacher’s actions that are contributing to both progress and gaps in student outcomes. | 8/12 | | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, TFA. Principal, SLC and Leadership Teams, Information Technology Services. | Teach For America Evaluation Tools (please see description of activities under column “Actions and Activities”), including disaggregated scores from a standards-based test administered at the beginning and end of the school year, collected student data from school records and teacher data from teacher surveys. |

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none">- Teachers engage in problem solving with their principal and with colleagues to identify the reasons for gaps in achievement, and prioritize the key points for raising achievement. They identify the students who need the greatest degree of attention and develop plans to increase the achievement of this group.- The Cycle of Inquiry is part of short cycles of data review to guide instruction.- Use of the Data Teams process and the establishment and sustainment of Professional Learning Communities around data-based assessment of student learning.- Teachers are released once per quarter, four times per year to meet with the administrative team and discuss assessment data, instructional and engagement strategies implemented in the classroom.- Benchmarks per quarter will be used to backwards plan the lessons for that period.- Use of 1) formative assessment, 2) two quarterly benchmarks, 3) <i>Edusoft</i> to disaggregate data and focus on students' strengths and needs.- Implement processes for reviewing other data that impacts achievement (attendance, discipline, social emotional issues) within each SLC. | | | | |
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| | <ul style="list-style-type: none"> - EL Reclassification Process is established. - The EL Coach will work with students in ELD classes and coordinate with SLCs. - Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information. | | | | |
|--|--|--|--|--|--|

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|---|---|-------------------|-----------------|---|---|
| <p>h. Establish schedules and implement strategies that provide increased learning time.</p> | <p>ACADEMIC: Extended year: early start to school year (2011-2014) 24 hours /year Revised schedule: longer periods, shorter lunch (2011-2014) 45 hours / year 0 - 7 period daily schedule (2012-2014) 180 – 360 hours/ year Cyber High (2011-2014) Varies per student Lunchtime tutoring (2011-2014) 0.5 hour/day After school tutoring (2011-2014) 2 hours/week</p> <hr/> <p>ENRICHMENT Afterschool Academic and Enrichment Program (School Safety and Security Grant) 180 hours/year Competitive Academic Clubs (2011-2014) 20-40 hours/year Community Service (2011-2014)</p> | <p>3/12 (all)</p> | <p>On going</p> | <p>Principals Turnaround Officer(s)</p> | <p>Actual learning time increased in core academics and enrichment as well as teacher collaboration.</p> <p>Impact on student achievement as measured by benchmark assessments, and Edusoft data.</p> <p>Impact on student engagement as measured by student surveys and families, and teacher feedback/ observations.</p> <p>Meeting agendas, topics covered and sign-in sheets for teacher collaboration.</p> |
|---|---|-------------------|-----------------|---|---|

20 hours/ year

TEACHER COLLABORATION

Staff retreat (2011-2013)

6 days /year

Weekly Collaboration (2011-2014)

2 hours /week

Department Release days (2011-2014)

4 days /year

Professional Development prior to opening of school (2011-2013)

2 days/year

Vertical Collaboration with feeder schools (2011-2014)

4 days/year

Professional Development Team (2011-2014)

2 hours/month

New Teacher Workshops (2011-2014)

1 hour/month

Peer Observation (2011-2014)

2 hours per teacher/month

Peer Observation and debriefing with consultant (2011-2014)

6 days/year

Development of long term plans for each subject area during summer (2011-2014)

4 days per department/year

Afterschool department collaboration (2011-2014)

3 hours per department/ month

Academy Collaboration (2011-2014)

5 hours/month

Freshman House Collaboration

| | | | | | |
|--|---|--|--|--|--|
| | (2011-2014) 2 hours/month Collaborative Instruction Model (2011-2014) 1 hour /month | | | | |
|--|---|--|--|--|--|

School: DE ANZA HIGH SCHOOL - Tier: II

| Required Components | Actions & Activities | Timeline | | Oversight | Description of Evidence |
|--|--|----------|----------|--|--|
| | | Start | End | | |
| i. Provide appropriate social-emotional and community-oriented services and supports for students. | <ul style="list-style-type: none"> - Establishment of Student Forum with monthly meetings to inform the school culture and instruction. - - On-site Mental Health Center with activities and operations facilitated by Bay Area Community Resources. - Maintain partnerships are already in place (please see attachment) that provide support services (financial, SLC support, professional development and safety) and cultivate new ones. | 8/12 | On-going | Associate Superintendent K-Adult, Assistant Superintendent Educational Services, De Anza Principal, BACR | Agendas, minutes and sign-in sheets for Student Forums. Mental Health Center records and reports. Updates and reports to stakeholders about community involvement and support. |

APPENDICES

APPENDIX A
Stakeholder Involvement Events at Helms Middle School

| Stakeholder | Meeting & Activity/Dates | School Improvement Discussion Topic | Outcomes of meeting (Plans accepted or rejected) |
|--|---|--|--|
| Parents | Principal Meetings Aug. 2010 – Feb. 2011 | <ul style="list-style-type: none"> • Presented and Discussed Restructuring Models • Classroom Tools • House Structure • House System | <ul style="list-style-type: none"> • Stakeholders were informed on the upcoming changes • Reviewed stakeholder concerns, barriers to learning and achievement and suggestions for restructuring Helms |
| | Coffee Club Aug. 2010 – Feb. 2011 | <ul style="list-style-type: none"> • Presented and Discussed Restructuring Models • Classroom Tools • House Structure • Interest Survey • House Information | |
| Parents Community Outreach Workers | ELAC- | <ul style="list-style-type: none"> • Presented Restructuring Models • Classroom Tools • Transition and Turnaround • House Structure • House Information | <ul style="list-style-type: none"> • Rejected all improvement models with the exception of the Transformation and Turnaround • All a stakeholder suggestion were considered in creating the governance |
| School Administrators, Community School Dir., HCP, District Pathways Linked Learning, Academic Counselors, School Psychologist, Classroom Instructors and Coach, and school Parents, City (V. Mayor, Council members, Manager, Youth | Community Stakeholder Dec. 2010 and two meetings in Jan, 2011 | <ul style="list-style-type: none"> • Presented and Discussed Restructuring Models • Classroom Tools • House Structure • House System • Community Collaborative partnerships, accountability, and responsibility | <ul style="list-style-type: none"> • Request for cultural relevancy and inclusion to boost student achievement • Presented organizational chart • Presented Binder, Blackboard Configuration and other tools • Present House system • Presented Guiding Principles for upcoming years |

| Stakeholder | Meeting & Activity/Dates | School Improvement Discussion Topic | Outcomes of meeting (Plans accepted or rejected) |
|---|-------------------------------------|---|--|
| Service Division and Recreation Manager, County Employment and Human Services, County Public Health, CBOs, Service Providers, University of CA, Berkeley Educational Guidance Center and Contra Costa Community College Office of Economic Development, High School Feeder Rep, Social and Mental Health agencies Mental and, Providers and agencies, Law Enforcement, Foundation reps. | | | <ul style="list-style-type: none"> All stakeholders agreed to plan and committed to working collaborative to ensure the success of the school improvement initiatives |
| Parents, Instructional Coach, Community Outreach Workers | Walkthrough | <ul style="list-style-type: none"> Classroom Tools House Structure Walkthrough Survey House Information | <ul style="list-style-type: none"> Walkthrough revealed areas of additional PD |
| Student Leaders Classroom Instructors | Student Government | <ul style="list-style-type: none"> Discussed structure for 2011-12 school year Conversed on Restructuring process | <ul style="list-style-type: none"> Provided Feedback on Electives Incoming 7th grade students understood basic |

| Stakeholder | Meeting & Activity/Dates | School Improvement Discussion Topic | Outcomes of meeting (Plans accepted or rejected) |
|--|--|--|--|
| Academic Counselors | | <ul style="list-style-type: none"> Shared school vision and structure with 6th grade feeder school transition students | school process |
| Students Classroom Instructors | Houses and Electives – Choice Sheets | <ul style="list-style-type: none"> Presentation of Houses to students Choice sheets Procedure for choosing electives Survey of students and elective choices | <ul style="list-style-type: none"> Teacher directed presentation of Houses and additional instructional section Students filling out choice sheets Student shared input on Electives |
| School Administrators Classroom Instructors School Psychologist Academic Counselors Community Schools Director HCP and other Staff Parents Students Community Stakeholders | Department Meetings Instructional Leadership Team (ILT) School Collaborative Meetings Faculty Meetings School Site Council (SSC) | <ul style="list-style-type: none"> Governance Planning Time for creation of assessment and pacing guides Extended Day/Year conversations House Structure/Small Learning Community Configuration Intervention Classes Master Schedule Planning Single Plan for Student Achievement (SPSA) School improvement Planning/ Discuss the structure for 2011-12 school year Hierarchy of Accountability School, House and Stakeholder Responsibilities Responsibilities of School Improvement Coordinator Feeder School Vertical teaming School Culture Parent Binder Presentation | <ul style="list-style-type: none"> Teachers voted to extend the School Day by one Section Departments used release time to develop pacing guides and common assessments Three Houses were developed with a related pathways – Performing Arts, Engineering (Project Lead the Way), and Multi Media SSR did was not ratified All other suggestion were reviewed and considered Teacher Feedback on Extended Day Collaborate as a Department to develop a SPSA Plan that mirrors governance Planning – Classroom management, Non-instructional Time, Organizational Tools Plan that integrates all vertical (House) and horizontal (Department) collaboration |

| Stakeholder | Meeting & Activity/Dates | School Improvement Discussion Topic | Outcomes of meeting (Plans accepted or rejected) |
|---|---|--|---|
| | | | <ul style="list-style-type: none"> • Plan and implementation of feeder school transition program • Describe the responsibility of administration, teachers, counselors, community workers, and security staff • Align the after school program academic and enrichment activities |
| <p>School Administrators</p> <p>Classroom Instructors</p> <p>HCP and other Staff</p> | House | <ul style="list-style-type: none"> • Forward Planning • On Going House Collaboration | <ul style="list-style-type: none"> • Collaborate with Richmond High School on Structure of Houses • Planning Days to discuss House Identity, House Structure, House Team Building, and Role of each House • Housed use common prep period to collaborate in curriculum and student needs |
| <p>School Administration</p> <p>Community School Director</p> <p>City of San Pablo Leaders</p> <p>Center for Cities and Schools - UCB</p> <p>Center for Strategic Community Innovation</p> <p>Classroom</p> | Community and School Research and Planning Team | <ul style="list-style-type: none"> • Presented and Discussed Restructuring Models • Classroom Tools • House Structure/System • Community Collaborative partnerships, accountability, and responsibility • Research: <ul style="list-style-type: none"> ○ Effective student achievement models ○ Educational and legislative policy ○ School and | |

| Stakeholder | Meeting & Activity/Dates | School Improvement Discussion Topic | Outcomes of meeting (Plans accepted or rejected) |
|---|--------------------------|--|--|
| Instructors HCP Parents Students | | community collaborative partnerships and alignment <ul style="list-style-type: none"> • Present info to District, School and Community Stakeholders • Implement approved initiatives | |

APPENDIX B
Helms Community Project KEY COMPONENTS

| Individual Services for Students and Families | Recreation and Enrichment | Academic Support |
|---|---|---|
| <ul style="list-style-type: none"> Case Management • Individual and group behavioral and mental health counseling • Health and wellbeing • Student Success Teams (SST) • Families In Transition (Homeless Program) • Group Counseling • Attendance Review and Improvement • Family Counseling • Drug and Alcohol counseling • Family Counseling • Family Holiday Gift Program (Diablo Vista Middle School) | <ul style="list-style-type: none"> Lunchtime and After-School Drop in Games -- Student academic and enrichment competitions • Cultural Celebrations • Performing Arts Guest Presentations • Sports/Game Competition • Arts and Crafts (AS) • Performing Arts (AS) • Drama and Hip Hop Dance • Trade (AS) • Bike Building and Repair • <u>Co-ed Sports</u>: • Flag Football, Softball, Track and Field, and Karate • <u>Sports for Girls (AS)</u> • Basketball, Volleyball, and Soccer • <u>Sports for Boys (AS)</u> • Flag Football, Basketball and Soccer • Nutritional Cooking Program Cooking Class (AS) • National Engineer's Week- Future City • Latina's Group- Service Learning (AS) • Embroidery (AS) • Career Club (AS) • Family Social Night | <ul style="list-style-type: none"> • Lunchtime Library Activity • Room 404 Book Center • <u>Tutoring Programs</u> *(AS) <ul style="list-style-type: none"> ○ Reading Club ○ Math/Algebra Help ○ Bilingual Tutoring ○ Athletic Tutoring • Mentoring (<i>UCB – Educational Guidance Center</i>) • California State Testing Training • Science Club • Family Reading Night • School Resource Fairs • Student Awards Ceremony |

| Parent Programs | Health and Wellness | Civic and Community Engagement |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Coffee Club ▪ Latina Center Workshop ▪ Parent Outreach-Volunteer Program ▪ WCC Adult Education Classes English Learners Computers Literacy ▪ Nutritional Health and advocacy. ▪ Parent Institute for | <ul style="list-style-type: none"> ▪ Contra Costa Health Services Medicare Access Program ▪ Family referrals ▪ Kaiser Permanente Presentation "Nightmare on Puberty Street" | <ul style="list-style-type: none"> • <i>Helms' Richmond High Bridge Program- City of San Pablo -LEAPS (AS)(Leadership Education and Achievement for Parents and Students</i> |

| | | |
|---|--|--|
| Quality Education Academic Workshop <ul style="list-style-type: none"> ▪ Student Academic Achievement Workshops ▪ 2nd Step Conflict Mediation | | |
|---|--|--|

| Mentoring Programs | Prevention Efforts | Community Service |
|---|---|--|
| <ul style="list-style-type: none"> • Bay Area Community Resource/ HCP Mentorship Program • Lets Rise Mentorship – University of CA Berkeley • Latina Girls Group (Service Learning) • Familias Unidas • Community Health for Asian Americans • Y-team • The Center for Human Development • Youth Empowerment Services (BBK) • West Count Mentoring (Neighborhood House North Richmond) | <ul style="list-style-type: none"> • Case Management Services Drop Out Prevention, Intervention groups • Truancy • Safe and Drug Free School Campaign • Nutritional Programs Cooking Clubs Nutritional Demonstrations • San Pablo Police/Parent Safety Patrol • Building Blocks for Kids (North Richmond Collaborative Program) • Summer program recruitment and referrals • Respect Yourself Symposium (Sinkler Miller Association/Alameda Contra Costa County LINKS) • 2nd Step Conflict Mediation (6th Grade Class) | <ul style="list-style-type: none"> • Bay Area Community Resources Community Programs • Community Volunteer Tutors • Expansion of the Student Family Resource Center |

| School Wide Events/Activity | Career/College Prep | |
|---|--|--|
| <ul style="list-style-type: none"> ▪ New Student/ Parent/Guardian Orientation ▪ Annual Faculty/Student Basketball game ▪ Cultural Celebrations | <ul style="list-style-type: none"> ▪ Educational Guidance Center – University of CA Berkeley ▪ Annual 11th Eighth Grade Career Fair ▪ College/University Campus Visits ▪ Student Scholarships ▪ College Night ▪ The Willie McGee Foundation Student Involvement Program ▪ Contra Costa College Girls in Science Workshop ▪ Contra Costa College Career Exploration Program (7 & 8th grade students) | |

*(AS) = After School

APPENDIX C
Stakeholder Involvement Events at De Anza High School

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|---------------------|-----------------|------------------|---|---|---|
| Students | Student Forum | 2/10/11, 2/11/11 | 41 students | <ul style="list-style-type: none"> • Discussion about issues, challenges and problems at De Anza • What are the characteristics of a good teacher • What types of activities engage students | <ul style="list-style-type: none"> • Recommended better teacher training • Hire more professional/better teachers • Hire more counselors • Report was prepared and shared with the staff • Help teachers connect with students • Set goals for personal improvement to teaching |
| School site council | Monthly meeting | 10/27/10 | 3 parents 2 students 3 teachers 1 admin. | <ul style="list-style-type: none"> • Review and discussed 2010 – 2011 SPSA | <ul style="list-style-type: none"> • Approved and supported the goals of the SPSA |
| | | 11/15/10 | 2 parents 2 students 5 teachers 1 admin. 1 classified | <ul style="list-style-type: none"> • Discussion about starting Cyber high • Opportunity for all students to get additional credits • Discussion about starting AAA program | <ul style="list-style-type: none"> • Cyber high approved to start in January 2011 • Support of AAA program to be implemented second semester |
| | | 12/13/10 | 3 parents 1 student 4 teachers 1 admin. 1 classified | <ul style="list-style-type: none"> • Discussion about starting freshman houses and cross curricular support, planning and teaching modules • Discussion about making houses and academies school wide | <ul style="list-style-type: none"> • Freshman houses approved for fall 2011 • Academies schoolwide approved start 2013 |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|--------------|----------|---|--|--|
| | | 1/10/11 | 2 parents 2 students 4 teachers 1 admin 1 classified | <ul style="list-style-type: none"> • Discussion of 4 school reconstitution options | <ul style="list-style-type: none"> • Rejected charter school idea • Rejected closing down school • Rejected tying teacher retention to student performance • Supported turn around model |
| | | 3/14/11 | 2 parents 2 students 4 teachers 1 admin. 1 classified | <ul style="list-style-type: none"> • Discussion about beginning a law academy and securing business partners in fall 2011 • Discussion about staff retreat • Informal discussion regarding student forum responses • Discussion about starting school a week earlier | <ul style="list-style-type: none"> • Support of law academy • Approval for staff retreat • Praised success of student forum and pledged continued support • Parents in support of the idea of intensive study skills during the early start to the school year |
| | | 4/11/11 | 1 parent 2 teachers 1 student 1 admin. 1 classified | <ul style="list-style-type: none"> • Presentation of report from student forum discussions • Discussion about the retreat agenda | <ul style="list-style-type: none"> • Continued support of student forum and parents validated responses • Support for retreat time to be spent working on common assessments and goals, team building, and long term plans |
| | | 5/9/11 | 1 parent 2 students 2 teachers 1 admin. 1 classified | <ul style="list-style-type: none"> • Discussion about early start to school year, including walk-through/orientation for students and parents and training parents on Powerschool | <ul style="list-style-type: none"> • Accepted plans for parent and student orientation before start of school year |
| | | 10/18/11 | 3 parents 2 students 5 teachers 1 admin. 1 classified | <ul style="list-style-type: none"> • Discussion about 2011 - 2012 SPSA (school safety, focus on academics, student forum, WASC visit, technology, | <ul style="list-style-type: none"> • Unanimous vote to accept the site plan |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|--|----------|------------------------|---|---|
| | | | | goals, teacher collaboration, equity) | |
| Parents | | 1/12/11 | Parents | <ul style="list-style-type: none"> • Discussion of 4 school reconstitution models | <ul style="list-style-type: none"> • Accepted need for school improvement |
| Teachers | Professional Development Committee | 9/9/11 | 4 teachers 1 admin. | <ul style="list-style-type: none"> • Discussion about supporting ELA schoolwide • Discussion about how to support math schoolwide • Discussion about which data to use to learn about students strengths and weaknesses, creating standards based assessment on Edusoft, Powerschool, Gradebook, test taking skills and strategies, differentiating, lesson planning, focus on five teacher-student mentor program | <ul style="list-style-type: none"> • Decisions to give release time to 3 representatives of the English department to prepare rubrics, share sample essays, identify components of a “good “ essay, etc. • Decision to prepare universal templates for students to track their progress on each standard • Accepted need for professional development and set calendar to be presented at faculty meeting Sept. 12, 2011 |
| | Wednesday Collaboration/ Professional Development | 9/27/10 | All teachers | <ul style="list-style-type: none"> • Development of a behavior management plan | <ul style="list-style-type: none"> • Approval of schoolwide behavior management system |
| | | 10/13/10 | All teachers | <ul style="list-style-type: none"> • Training on use of Edusoft to access data and create a class profile • Discussion about effectiveness of class profiles | <ul style="list-style-type: none"> • Continued use of class profiles to support and differentiate • Accepted need for PD yearly in order to update class profiles |
| | | 11/3/10 | All teachers | <ul style="list-style-type: none"> • Needs assessment by department • PD by special ed. department discussing difference between accommodations | <ul style="list-style-type: none"> • Goal setting for 2010 – 2011 • Accepted implementation of special ed. department recommendations |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|------------------|------------------|-----------------------|---|---|
| | | | | and modifications | |
| | | 11/10/10 | All teachers | <ul style="list-style-type: none"> Sharing of successful strategies and department action plan check in | <ul style="list-style-type: none"> Departments agreed on 3 strategies to implement department wide and report back by next meeting |
| | | 12/8/10 | All teachers | <ul style="list-style-type: none"> Discuss connection between standards based teaching and ESLRS | <ul style="list-style-type: none"> Create activities chart showing ESLR use |
| | | 12/15/10 | All teachers | <ul style="list-style-type: none"> Group discussion regarding implications of each school improvement model | <ul style="list-style-type: none"> Need to continue discussing at the faculty meeting 12/6 with district personnel, development of questions to ask district |
| | | 1/19/11 | All teachers | <ul style="list-style-type: none"> Reflect on accomplishments from semester 1 | <ul style="list-style-type: none"> Plan next steps for department and school improvement |
| | | 2/2/11, 2/9/11 | All teachers | <ul style="list-style-type: none"> Training on excel standards proficiency level tracker program, brainstorm ideas and strategies for use of data, hands-on practice, discuss findings | <ul style="list-style-type: none"> Accepted need for yearly training and discussions about standards based tracking program |
| | | 3/2/11 | All teachers | <ul style="list-style-type: none"> Department planning of CST pacing guides and review strategies | <ul style="list-style-type: none"> Accepted need for increased time for teachers to adjust pacing guides and prepare for CSTs |
| | | 3/9/11 | All teachers | <ul style="list-style-type: none"> Teachers presented mini-seminars on engagement strategies and reflected on strategies | <ul style="list-style-type: none"> Teachers implemented strategies in class and agreed that continued sharing of best practices should occur |
| | Peer Walkthrough | 3/29/11, 3/30/11 | 16 teachers (visited) | <ul style="list-style-type: none"> Teachers, students, and classified staff visited classrooms to observe | <ul style="list-style-type: none"> Walkthrough data used by teachers to reflect on their practice and share strategies |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------------------------|-------------------|----------|---|---|---|
| | | | 46 teachers (were observed) 2 classified 15 students | student engagement, classroom environment, use of schoolwide strategies, etc. | |
| | WASC Meeting | 9/20/10 | All staff | <ul style="list-style-type: none"> Review of WASC visiting committee report | <ul style="list-style-type: none"> Departments plan actions to address critical needs |
| | | 10/27/10 | All staff | <ul style="list-style-type: none"> Discussion about how data informs teaching practice | <ul style="list-style-type: none"> Sharing of data driven strategies for school improvement |
| | | 1/12/11 | All staff | <ul style="list-style-type: none"> Focus groups on CST data by department | <ul style="list-style-type: none"> Outline areas students need additional preparation |
| | | 1/26/11 | All staff | <ul style="list-style-type: none"> Discussion about grades weights and equity issues regarding grading | <ul style="list-style-type: none"> Accepted need to align grading practices between same subject classes |
| | | 2/16/11 | All staff | <ul style="list-style-type: none"> Staff feedback and input in schoolwide action plan | <ul style="list-style-type: none"> Accepted input from departments and updated SPSA |
| | | 3/23/11 | All staff | <ul style="list-style-type: none"> Faculty review and feedback on WASC report | <ul style="list-style-type: none"> Updated WASC report to include faculty recommendations |
| Instructional Leadership team | Bi-weekly meeting | 8/13/10 | 1 student 1 health center rep. 5 teachers 3 admin. 1 classified | <ul style="list-style-type: none"> Discussion about changing collaboration schedule Discussion about a lack of professional development before prior to the opening of school due to budget cuts Discussion about the need for another counselor | <ul style="list-style-type: none"> ILT voted to move collaboration day to Wednesday Plan for PD afterschool and new teacher training ILT in favor of additional counselor, but rejected due to lack of funding |
| | | 9/22/10 | 12 | <ul style="list-style-type: none"> Review of school wide | <ul style="list-style-type: none"> Plan to present school wide |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|--------------|----------|--|---|---|
| | | | teachers 1 counselor 3 admin. 1 health center rep. | strategies (exit slips for formative assessment and BBC) | strategies at Sept. 27 th faculty meeting |
| | | 10/6/10 | 12 teachers 3 admin. 1 counselor | <ul style="list-style-type: none"> Discussed the 3 models: turnaround, transformation and restart models Discussion about teachers creating class profiles using Edusoft | <ul style="list-style-type: none"> ILT selected 3 teachers to form a committee to research and present to faculty the various models Collaboration on 10/13/10 will be used for prof. development |
| | | 10/20/10 | 9 teachers 2 counselors 3 admin. | <ul style="list-style-type: none"> Discussion with department leads about how to get back to department members and use class profiles Review of exit ticket strategy and positive feedback on strategy as a formative assessment technique | <ul style="list-style-type: none"> Agreed to work with department to ensure proper use of class profiles Accepted continued use of exit slip as a schoolwide strategy |
| | | 11/3/10 | 7 teachers 2 admin. | <ul style="list-style-type: none"> Discussion about academic rigor (explored what is rigor: departments gave feedback,) | <ul style="list-style-type: none"> Agreed to increase rigor in all subject areas and continue to give students homework |
| | | 12/6/10 | 7 teachers 3 admin. 1 health center rep. | <ul style="list-style-type: none"> Discussion about goals and formation of the student forum Review of HW policies: input on how much HW is weighted, differentiate between practice and application of concepts | <ul style="list-style-type: none"> Accepted establishment of student forum at the beginning semester 2 Created a schoolwide guideline for role and content of HW |
| | | 1/5/11 | 9 teachers | <ul style="list-style-type: none"> Discussion about planning of | <ul style="list-style-type: none"> Agreed that parent center would |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|--------------|---------|--|---|---|
| | | | 1 counselor 1 student 2 admin. 1 health center rep. | parent center • Master schedule planning: discussion about creating a study period | be useful, but rejected by district because parent access to Powerschool was delayed • Support for concept of study period, but rejected because lack of funding for FTE |
| | | 1/19/11 | 11 teachers 3 admin. 1 health center rep. | • Discussion about creating a youth forum at the health center • Discussion about grade weights | • Rejected because youth forum would supplant the student forum • Planned collaboration time to review and create uniform grade weights for same classes |
| | | 2/9/11 | 10 teachers 1 admin. | • Discussion about peer walk-through | • Accepted revised checklist for walkthrough |
| | | 3/9/11 | 13 teachers 1 student 1 counselor 1 admin. | • Discussion about retreat: dates and content (vision, goal setting, team building, curriculum and instructional strategies) • Discussion about increases instructional time (idea to start school one week early or end late) • Discussion about content of early start: ideas included requiring only at risk students to attend, all students benefit from early start) • Discussion about how to increase learning time (cutting | • Consensus on when to begin the retreat • Accepted starting school 1 week early, rejected staying an extra week at the end • No consensus reached about the content of the early start • Agreed to further explore idea of shorting passing and lunch periods |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|--------------|---------|---|---|--|
| | | | | passing period and lunch, various schedules formats) | |
| | | 3/23/11 | 9 teachers 1 counselor | <ul style="list-style-type: none"> • Continued discussion about how to increase learning time • Discussion about pros and cons of a 7 day period • Reviewed proposal for retreat (meet locally or go to Bodega bay) • Discussion about professional development needs | <ul style="list-style-type: none"> • Agreed that passing period could be shortened and majority in favor of shortening lunch by 5 or 10 minutes • Accepted idea of a 7 period day model if the schedule is staggered (teachers have the option of an early/late/ or regular start) • Accepted that a retreat away from home would provide more focused time • Prioritized PD needs: 1. Prepare/ revise pacing guides 2. Prepare/revise rubrics 3. Schoolwide strategies and policies 4. Technology use |
| | | 4/27/11 | 9 teachers 3 admin. 1 classified 1 librarian | <ul style="list-style-type: none"> • Review of retreat format and logistics • Review of which students will attend the early start to the school year | <ul style="list-style-type: none"> • Accepted retreat logistics • Consensus that all students attend the early start |
| | | 5/11/11 | 11 teachers 2 admin. 1 counselor 1 student | <ul style="list-style-type: none"> • Discussion about content of the early start • Discussion about alternate schedule or regular schedule for early week | <ul style="list-style-type: none"> • Accepted that departments would collaborate to determine the structure of the early week but should include diagnostic testing, rules and expectations, study skills, and community building activities |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|------------------|----------|--|--|---|
| | | | | | <ul style="list-style-type: none"> Rejected alternate schedule, accepted students should be with the regular teachers they will have all year |
| Faculty | Faculty Meetings | 9/24/10 | All staff | <ul style="list-style-type: none"> Discussion about moving collaboration from Mondays to Wednesdays | <ul style="list-style-type: none"> Staff voted and approved moving collaboration to Wednesdays |
| | | 10/4/10 | All staff | <ul style="list-style-type: none"> Presentation by Dr. Harter and Nia Rashidchi regarding district and school strategic planning (De Anza remains on the low performing school list despite a 44 point increase in API, QEIA goals not met) | <ul style="list-style-type: none"> Accepted that De Anza has 4 choices for school reform, rejected school closure model |
| | | 12/16/10 | All staff Nia Rashidchi Dr. Harter | <ul style="list-style-type: none"> Presentation by DA teacher regarding details of Turnaround or Transformation model, discussion about each model Discussion about how to increase instruction time | <ul style="list-style-type: none"> Staff in favor of turnaround model No consensus reached on how to increase learning time |
| | | 2/14/11 | All staff | <ul style="list-style-type: none"> Presentation and discussion about the Key Element for your Success survey | <ul style="list-style-type: none"> Staff agreed to participate in KEYS survey and use data to guide school improvement |
| | | 3/7/11 | All staff | <ul style="list-style-type: none"> Discussion about starting law academy next year Review of outcomes from the Academy conference, Educating for Careers Discussion about having a | <ul style="list-style-type: none"> Accepted starting a Law Academy Accepted continued involvement in academy related conferences and PD Parent meeting regarding |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|---|----------------------|----------|--|---|---|
| | | | | <ul style="list-style-type: none"> restructuring meeting with parents • Presentation about Applied Academics Academy (AAA) | <ul style="list-style-type: none"> school restructuring scheduled for 1/12/11 • AAA to begin starting second semester |
| | | 4/8/11 | All staff | <ul style="list-style-type: none"> • Handouts summarizing data from student forum presented to staff for discussion | <ul style="list-style-type: none"> • Agreement on teaching practices that engage students |
| | | 5/3/11 | All staff | <ul style="list-style-type: none"> • Discussion about new coaches and need for study hall for all students including athletes | <ul style="list-style-type: none"> • Accepted establishment of study halls for Fall 2011 |
| | | 10/4/11 | All staff | <ul style="list-style-type: none"> • Discussion about forming a speech and debate club • Presentation and discussion about cohesive lesson planning and standards based measurable objectives | <ul style="list-style-type: none"> • Accepted idea of speech and debate club • Teachers agreed to use lesson planning strategies and objectives as a school wide strategy |
| Faculty | Weekly Collaboration | | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |
| English Language Acquisition Committee (ELAC) | Monthly Meetings | 12/14/10 | 3 teachers 2 aides 5 students 2 parents | <ul style="list-style-type: none"> • Discussion about securing a bilingual aide to help ELD students | <ul style="list-style-type: none"> • Accepted getting a bilingual aide for ELD history and science |
| | | 2/15/11 | 1 teacher 1 aide 1 parent 3 students | <ul style="list-style-type: none"> • Discussion about field trips for ELD students | <ul style="list-style-type: none"> • Set date for field trip in May |
| | | 10/19/11 | 2 students 1 admin. 1 teacher 1 parent | <ul style="list-style-type: none"> • Review of EL 1 and 2 sections of the SPSA • Discussion about EL students challenges related to | <ul style="list-style-type: none"> • Accepted content of SPSA regarding EL students • Recommended practice tests and support for CAHSEE using |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|-------------|---|----------|---|--|--|
| | | | | CAHSEE | a pre and post-test process, small CAHSEE classes |
| Academies | Collaboration Meeting | 4/30/10 | 10 teachers 3 counselors 2 admin. | <ul style="list-style-type: none"> • Planning for upcoming field trips • Planning for career day • Discussion about academy awards night | <ul style="list-style-type: none"> • Accepted need for funding to continue study trips • Agreed on need to provide students with career connections • Accepted idea of providing students with positive reinforcement in the form of awards for excellent achievement |
| | Collaboration Meeting | 9/29/10 | 10 teachers | <ul style="list-style-type: none"> • Discussion about involving parents | <ul style="list-style-type: none"> • Set agenda for parent night |
| | Collaboration Meeting | 10/24/10 | | <ul style="list-style-type: none"> • Discussion about implementation of Contra Costa College Biotechnology class • Discussion about afterschool tutorial | <ul style="list-style-type: none"> • Accepted need for continued dialogue with Contra Costa college • Academy staff agreed to implement afterschool tutorial on Tues. and Thurs. |
| | Email exchange with Connect Ed. partner | 12/22/10 | 1 teacher 1 academy partner | <ul style="list-style-type: none"> • Discussion about student involvement in the Contra Costa County Career Fair | <ul style="list-style-type: none"> • Agreed to involve DA Health academy students in career fair |
| | Email exchange with Contra Costa College Rep. | 1/3/11 | 1 teacher 1 Contra Costa College staff | <ul style="list-style-type: none"> • Discussion about offering college classes to students | <ul style="list-style-type: none"> • Accepted starting college level Biotechnology class on De Anza campus during the 2nd semester |
| | Advisory Board | 2/10/11 | 3 teachers 3 parents | <ul style="list-style-type: none"> • Discussion about teacher selection process under | <ul style="list-style-type: none"> • Accepted teacher selection process |

| Stakeholder | Meeting type | Date | # Of attendants | Items relative to school improvement discussed | Outcomes: items accepted and rejected |
|--------------------|---|-------------|---------------------------------|--|---|
| | Meeting | | 1 student | turnaround model | |
| | Collaboration Meeting | 10/17/11 | 10 teachers | <ul style="list-style-type: none"> Review need for tutoring | <ul style="list-style-type: none"> Implementation of afterschool tutoring on Tues. and Thursdays |
| | Advisory Board Meeting | 10/19/11 | Teachers and business partners | <ul style="list-style-type: none"> Planning for career day and field trips | <ul style="list-style-type: none"> Accepted need for students to work with business partners learn about career opportunities |
| | Email exchange with Connect Ed. Partner | 10/23/11 | 1 teacher 1 academy partner | <ul style="list-style-type: none"> Discussion about establishing an e-mentoring program | <ul style="list-style-type: none"> Accepted plans for an e-mentoring program, need for additional discussion on implementation |
| PTSA | Monthly Meeting | 8/23/11 | Parents Teachers 1 admin. | <ul style="list-style-type: none"> Discussion about need for communication with other parents | <ul style="list-style-type: none"> Accepted ways to communicate with parents: website, email, signage in front of school, transparency in how fundraising money is spent |

APPENDIX D
PARTNERSHIPS at DE ANZA HIGH SCHOOL

| Partner | Assistance Provided |
|-------------------------------------|---|
| Kaiser Permanente | Financial/medical support to the Health Center; partnership with our Health Academy pathway, offering job related fieldtrip opportunities and internships. |
| Mechanics Bank | Financial support to the Health Center |
| Bay Area Community Resources | Provides the Health Center Coordinator who conducts outreach to outside agencies making Health Center programs more robust and provides mental health counselors. Gives access to many partners listed. |
| California School Health Centers | Provides support and opportunities for collaboration around the best practices of running a health center for students. |
| Contra Costa County Health Services | Through the Health Center, provides a health van twice a week to serve students on campus. |
| Planned Parenthood | Through the Health Center, provides a health van twice a week to serve students on campus. |
| Peterson Tractor Co. | Advisory Counselor/Extended Day Provider |
| Dan Rixen, D.C. | Student Outreach/Sports Medicine |
| Life Uniform | De Anza Health Academy supply provider |
| City of Richmond | Employment/Training <i>RichmondWorks</i> providing pathway support for marketable vocational skills |
| CCC of Education | Student Outreach Programs |
| John Muir Health Laboratory | Student Laboratory Education through Health Academy pathway |
| California Bar Association | Provide guidance and has a representative seated on the advisory board of the new Henry Ramsey Law Academy |
| University of California, San Diego | Professor/Coach to principal; supports Health and Technology academy pathways |
| UC Berkeley | Professor/Coach to principal; provides professional development to staff; Provide California Science and Math Project (CaMSP) assessments for |

| Partner | Assistance Provided |
|------------------------------------|--|
| | incoming 9 th graders; supports Health and Technology academy pathways |
| Alameda County Office of Education | Provides Math Jams Mathematics Achievement Academy extended day program for Algebra 1 students |
| West Contra Costa School Board | Board Member will sit on advisory board to De Anza Law Academy |
| Contra Costa Community College | Concurrent enrollment program; De Anza currently offers two college courses on campus through this partnership |
| Richmond City Council | Councilman will sit on advisory board to De Anza Law Academy |

APPENDIX E

Effective Culturally Responsive Education

At Helms Middle School—Selina Jackson, M.A., is an educational consultant and a veteran coach to teachers on Culturally Responsive Pedagogy. She focuses on how to motivate all students to high levels of achievement, close the achievement gap and use a classroom management system that is respectful, culturally responsive, and effective. Her key area of work is engaging students positively and providing successful approaches for eliminating behavior that interferes with learning. She provides teachers with specific strategies to build engagement, and ways to help minority students and English learners access the curriculum, thus leading to elimination of the achievement gap. Ms. Jackson develops approaches based on the belief that the true role of a teacher is to create an environment that engages students to learn.

Her approach to differentiated instruction starts with the fact that some students process information differently than others, which causes two problems: (1) These students have problems grasping and understanding what the teacher says about the subject; and (2) This makes these students restless which creates discipline problems for the teachers. Examples of the strategies she trains teachers to use include:

- Develop good communication techniques;
- Give students opportunities to process information in their dominant system.
- Teach Kinesthetic learners how to process information visually.

Ms. Jackson has been a district partner for close over seven years and have achieved success with teachers at a number of elementary and middle schools in WCCUSD. Ms. Jackson will be coaching Helms Middle School teachers. She will conduct group and one on one professional development that focuses on classroom management, strategies on working with at risk students, lesson planning, and test taking strategies. Mrs. Jackson work on pinpointing and eliminating barriers to students' academic success will be an asset when implementing smaller learning communities to address individual needs of Students.

At the outset, Ms. Jackson's will provide professional development around building strong relationships that are conducive to student learning by taking into account multiple learning and cultural elements. Then, Ms. Jackson will monitor teachers' interaction with students and help add to the teachers' skill set when working with students throughout the year.

At DeAnza—Bonnie M. Davis, Ph.D., is the author of the best-selling book, *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies* (2006). She currently serves as a consultant on literacy coaching, writing across the content areas, and culturally proficient instruction to schools, districts, and professional organizations. Her book on literacy coaching, *How to Coach Teachers Who Don't Think Like You: Using Literacy Strategies to Coach Across Content Areas*, was published in 2007 and is an instrumental tool to school principals.

Dr. Davis' credentials are impressive: for 30 years, she taught English in middle schools, high schools, universities, homeless shelters, and a men's prison. She is the recipient of several awards, including The Teacher of the Year, The Governor's Award for Teaching Excellence, and The Anti-Defamation League's World of Difference

Community Service Award. She has presented for the National Staff Development Council, Association for Supervision and Curriculum Development, National Education Association, National Council for Teachers of English, and National Association of Multicultural Education, among others.

Dr. Davis focuses on minority student achievement and coaching teachers in culturally responsive approaches to teaching, learning and classroom management. Dr. Davis helps schools and teachers to:

- Understand how to motivate all students, even those typically left out.
- Learn how to implement the Equity Framework, enabling you to close the achievement gap and eliminate it permanently.
- See how to create an inclusive and safe environment for both teachers and students.

Replicate approaches from schools and districts where the achievement gap has been successfully eliminated.