

Double Helix - Our DNA

Converted to Charter High School in 1998

- Local autonomy and accountability
- Serving neighborhood students (+/-80%) and choice students (+/-20%)
- Serving 2,450 students
- 11% African American, 5%, Asian, 44% Latino, 25% White, and 61% Free and Reduced Lunch

Addressing the Attitude Gap

- Stop underselling students and their potential
- Believe in all students
- View students from an assets-based lens
- Meet students where they are

High Expectations and Addressing the Opportunity Gap

- All students complete a rigorous, four-year educational plan
 - Complete UC/CSU A-G college entrance requirements
 - Algebra II, 2 years of a Language other than English, 1 year of Visual/Performing Art
- All students complete at least one Advanced Placement or Community College Dual Enrollment Course
- All students complete a Senior Board (8-10 minute speech reflecting on their learning and future plans)
- All students have access to 4 Career Technical Education Pathways
 - Business, Biotechnology, Education, and Sports Medicine
- All students have access to robust extra-curricular and co-curricular programs

High Levels of Support

- Implementation of a multi-tiered and multi-dimensional systems of support
- All students are assigned to Grade Level Team (GLT)
 - Consisting of Admin Assistant, Principal, Counselor, Academic Advisor, and School Social Worker
 - Grade Level Team supports students' academic and social-emotional needs over all 4 years
 - All students participate have a summer conferencing rwith GLTs to discuss four-year educational plan and to build their academic schedule for the following year
- Wellness Center staffed with 5 fulltime school social worker/counselors
 - Admin Assistant, Principal, Counselor, Academic Advisor, and School Social Worker
 - Grade Level Team supports students' academic and social-emotional needs over all 4 years
- 9th grade students are required to take Helix First/Extended Learning, a concurrent academic support class focused on developing students' study skills, organizational skills, and agency to advocate for self.
- 10-12th grade students may take or be required to take a concurrent academic support class
 - Approximately 50% of the student body is enrolled in an academic support class
 - 40-50 paraprofessionals serve students in the academic support program
 - 1 to 10 student-tutor ratio
- All students in English Learner and Special Education programs are provided academic support classes to meet their individual support needs
- All students have access to 3 hours of teacher led tutorials each week

Effective Innovation and Collaboration

4x4 Block Schedule

Per	Fall Semester 1	Fall Semester 2	Spring Semester 1	Spring Semester 2
1	English	English	Science	Science
2	Double Dosed Math	Double Dosed Math	Double Dosed Math	Double Dosed Math
3	Elective or Social Science	Elective or Social Science	Elective or Social Science	Elective or Social Science
4	Academic Support/Dual Enrollment/Work Exp.	Academic Support/Dual Enrollment/Work Exp	Academic Support/Dual Enrollment/Work Exp	Academic Support/Dual Enrollment/Work Exp

- Students take 3-4 block classes per term rather than the typical 6-8 classes all year
- Teachers teach 3 classes per term instead of 5
- Teacher-student daily contact ratio reduced by approximately 50%
- 50% more teacher prep time to develop curriculum and instruction and grade student work
- Allows students to take a concurrent academic support classes
- Allows students to take an extra elective, career technical education class, community college dual enrollment course, participate in internships/work experience, and/or remediate failed courses

Double Dosed Math

- Students receive approximately double the amount of math instruction in Algebra I and II
- Students may double up on honors math classes in order to complete up to three years of calculus

Double Dosed Literacy

- Teachers across the curriculum are expected to support literacy
- Teacher training has focused on literacy across disciplines
- All 9th graders and targeted groups of 10-12th grade students are required to participate in the Achieve 3000 literacy program in an effort to improve students' reading fluency, comprehension, and lexile scores

Community College CCAP Agreement

- Students have access to over 60 community college courses taught on campus
- Approximately 60% of the adjunct professors are Helix teachers who meet the community college minimum qualifications and 40% are adjunct professors from the community college.

Teacher Growth and Development

- Six Teachers on Special Assignment (TOSAs) have a release period to support individual teacher growth and development and to implement ongoing professional development opportunities for all teachers.
- Teachers are assigned to Course Level Teams (professional learning communities) to collaborate on developing curriculum and implementing best instructional practices
- All CLTs are provided 90 minutes of collaboration time each week
- Ongoing funding available for individual and collaborative teacher professional development and curriculum writing opportunities