Fairfield-Suisun Unified School District
PURCHASING DEPARTMENT
2490 HILBORN ROAD, FAIRFIELD, CA 94534
(707) 399-5142   FAX: (707) 399-5151

ADDENDUM
TO CONTRACT #7385-19

June 20, 2019

The contract between the Fairfield-Suisun Unified School District and EdEquity, Inc., dated August 7, 2018, and numbered 7385-19 is hereby amended as follows:

To revise the terms of the contract:

Additional 7 days of Professional Development and Coaching.

Location: Fairfield High School
205 E. Atlantic Avenue
Fairfield, CA 94533

Addendum Cost - $21,000.00
$3,000.00 per day

IN WITNESS WHEREOF, the Parties hereto have executed this Addendum on the date indicated below.

Fairfield-Suisun Unified School District

By: _Michelle Henson_ Date: _6/25/19_
Michelle Henson
Assistant Superintendent
Business Services

Approved to as Form:
By: _____ Date: _6/24/19_
Amanda Rish, Director
Purchasing and Contract Services

EdEquity, Inc.
By: _____
Print Name: _Edwin S. Javius_
Title: _CEO/President_
Date: _6-19-18_

A Systemic Professional Development Model

Fairfield High School

High School
Administrators - Teacher Leader
Support Model

Prepare for
Dr. Will Cushman
Principal, Fairfield High School

Prepared by
Edwin Lou Javius
CEO/President EDEquity, Inc.

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EDEquity Inc.

EDEquity's Mission

The mission of EDEquity is to assist educators in improving their "will and skill" to eliminate the achievement gap! EDEquity is a professional development company that targets its assistance to high performing and low performing districts and schools in implementing the key principles of Equity™: *Awareness, Attitude, Analysis, Action and Accountability*. We are committed to providing successful and positive experiences for ALL our clients.

The EDEquity associates have educational success in working with schools across the country. Through engendering mutual respect, relationships, and results with educators, EDEquity has had the opportunity to work with staffs around the critical issues of Equity and Excellence.

We believe the personal and professional engagement of educators will eliminate the achievement gap. Moving toward cultural consciousness and mutual respect will take committed adults who are willing to have ruthless compassion to reflect and act on promising practices that will create the conditions for a school system to meet the emotional, intellectual, and educational needs of all its students and communities. The most promising results-driven approach that yields increased student achievement and cultural awareness is when the system provides equitable access to all stakeholders.

Rationale

Effective educators know and demonstrate appreciation for all their students. Through their attitudes and behaviors, they establish classroom learning environments that are emotionally and physically safe and they communicate high expectations for academic achievement and quality interpersonal relationships (NSCD, 2005). Equity Based professional development related to closing the achievement gap for minority and low income students is particularly important for schools to meet and exceed performance targets. Traditional staff development has provided administrators and teachers technical training to implement standards based instruction, however the student achievement for minority and low income students has not accelerated the academic gains to close the gap with their White and Asian counterparts (Haycock, 2004). Educators, who understand the instructional relationship between the cognitive and affective domain, will possess the skills to reach every student in their class (Gay, 2004).

Proposal Statement

EDEquity, Inc. in partnership with Fairfield High School; proposes a comprehensive staff development model that will address the key principles of district/school transformation for improving and refining school leadership and teacher instructional practices. In addition, EDEquity will provide a clear and focused support plan to create and foster strategies to increase student achievement. The intent of the plan is to enhance districts and schools' leadership skills to lead and sustain the promising practices to improve the quality of instruction.

The proposal outlines the key service models that will support the school's educational goals and objectives. The service model will illustrate the coherence, congruency, and commitment that are essential for sustainability (Garcia, 2005). An implementation rubric will outline an action plan to support the four key components to building cultural conscious leadership, effective use of data to initiate courageous conversations to improve classroom practice, how to facilitate a deeper understanding of instructional leadership, lastly, how to develop internal capacity for teachers to lead school transformation.

The Professional Development offerings are research based approaches when linked to culturally consciousness will lead to improved student performance.

Year I

Assess and Implement

The year I support model's primary focus is to **Assess** current practices and protocols. In collaboration with site leadership, EDEquity will **Design** a professional development support plan to align with the SWEET goals and objectives. Based on-site leadership and teacher-leader review, key instructional trainings will be **Implemented**. The following could be essential areas of on-site support during year I (but not limited to):

Area of Support	*Desired Outcomes*
Administrative Leadership Coaching	• Support the implementation of SWEET goals; site plan for school improvement and student achievement • Enhance the leadership knowledge, skills and actions to evaluate and coach teachers' instructional performance • Refine school system processes and protocols to successfully implement the key findings of the LCAP priorities • Effective use of multiple data sources to inform leadership decisions • Support the classroom walk-through process to enhance gap closing instructional practices
Teacher Leader	• Implement the core competencies for developing teacher leaders • Support and facilitate teacher leaders to lead effective professional development • Implement research-based strategies the significant core subject area to increase student achievement measured by CA Dashboard data • Direct classroom coaching to provide immediate feedback on instruction • Refine Professional Learning Communities to tighten data analysis and instructional planning • Design common formative assessments to guide and inform instruction • Facilitate Teacher-Leader retreat to evaluate school wide objectives
Off Site Support	• Conduct webinar of identified objectives of the support plan (teacher-leaders & site administrators). • Off-site conference communication with administration and teacher leaders

Professional Development Evaluation:

EDEquity will provide support evaluation after each training session to measure professional development/coaching effectiveness. Bi-monthly district and site progress monitoring checks will be instituted to ensure evaluate the quality and effectiveness of the support model and to review data.

Professional Development Monitoring System

An implementation rubric will be designed to monitor and evaluate key benchmark of essential element of the support plan. On and off-site evaluations will be conducted and analyzed to monitor effectiveness of the targeted objectives and strategies. Teacher-leader performance continuum will be administered for pre & post performance appraisal. Site administration will identify a professional growth competency to enhance leadership efficacy.

Logistics:

EDEquity consultant will schedule days with the district and site instructional division to identify key element to be implementation as a result of the trainings. Training sessions de-briefs will be conducted to ensure aligned next steps are identified.

Budget Analysis:

The proposed cost for the support model for the 15 days of on-site and off-site support is not to exceed $30,000.00. EDEquity will provide implementation and instructional tools; video conferences and specific webinar to support on-going facilitation.