



Making Waves Academy

Fall Curriculum Review Committee

Date and Time

Thursday October 22, 2020 at 10:00 AM PDT

Location

<https://mwacademy.zoom.us/j/86975258851?pwd=KzFqb0l2SWIBOCtxVTBGdkVNckhmZz09>

Meeting ID: 869 7525 8851

Passcode: 412403

One tap mobile

+16699006833,,86975258851#,,,,,0#,,412403# US (San Jose)

+13462487799,,86975258851#,,,,,0#,,412403# US (Houston)

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Elizabeth Martinez at emartinez@mwacademy.org or 510-227-9856.

In accordance with Executive Order N-25-20 in the State of California, we will be hosting this board meeting via teleconference.

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
 - Under Public Comment, members of the public may
 - Comment on items on the agenda
 - Comment on items not on the agenda
-

- **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers must submit a request to speak before 9:00 AM on the day of the meeting.**
 - **Send your request to speak by email to emartinez@mwacademy.org in English or Spanish.**
 - *Your submission should:*
 - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
 - *include your name so that you can be called when it is your turn to speak.*
 - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

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Please note that all agenda times are estimates.

Agenda

I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests
- C. Public Comment

II. Curriculum

Curriculum

A. Introductions, Orientation to the Agenda, and Overview Focus for Spring Meeting

B. Rigorous Instruction Presentation & Discussion

Academic Instruction Team for the upper and middle schools provide an update on curriculum and instruction.

C. Lunch Break

D. College and Career Counseling Presentation & Discussion

Director of the College and Career Center provides an update on course/programming offerings for 2021-2022.

E. Day of Slides

Slides to be presented the day of the meeting.

III. Closing Items

A. Confirm Action Items, Exit Ticket, & Closing Thoughts

B. Adjourn Meeting

Coversheet

Rigorous Instruction Presentation & Discussion

Section: II. Curriculum
Item: B. Rigorous Instruction Presentation & Discussion
Purpose: Discuss
Submitted by:
Related Material: Rigorous Instruction Pre-Reading 10.22.pdf



Course Offerings, Textbooks and Instructional Materials

School-Wide		
Subject	Course	Curriculum
English	<i>English 5</i>	<i>Reading Wonders</i>
	<i>English 6-11</i>	<i>Springboard (College Board)</i>
	<i>AP English Language</i>	<i>Thank You For Arguing (Penguin Random House)</i>
	<i>English 12</i>	<i>Expository Reading & Writing Course (CSU Expository Reading)</i>
Math	<i>Grade 5 Math</i>	<i>Math Expressions</i>
	<i>Math 1 (6th grade)</i> <i>Math 2 (7th grade)</i> <i>Math 3 (8th grade)</i>	<i>Open Up Curriculum (Consumable)</i>
	<i>Algebra I</i> <i>Algebra II</i> <i>Geometry</i> <i>Pre-Calculus</i>	<i>Springboard (College Board)</i>
	<i>AP Statistics</i>	<i>AP Statistics & Data Analysis (NGL/Cengage)</i>
	<i>AP Calculus</i>	<i>Calculus: Graphical, Numerical, Algebraic (Pearson)</i>
History	<i>Grade 5 History</i>	<i>Social Studies Alive!</i>
	<i>Grade 6 History</i>	<i>History Alive! The Ancient World</i>
	<i>Grade 7 History</i>	<i>History Alive! The Medieval World</i>
	<i>Grade 8 History</i>	<i>History Alive! US Through Industrial</i>
	<i>AP Government</i>	<i>The American Democracy (McGraw-Hill)</i>
	<i>Government and</i>	<i>Econ Alive! (TCi)</i>
	<i>US History</i>	<i>American History (Houghton Mifflin Harcourt)</i>
	<i>AP US History</i>	<i>The American Pageant (Cengage)</i>
	<i>World History</i>	<i>Modern World History (Houghton Mifflin Harcourt)</i>
	<i>AP Psychology</i>	<i>Myers' AP Psychology (BFW Publishers)</i>
Science	<i>Grade 5 Science</i>	<i>CA Science (Pearson Curriculum)</i>
	<i>Grade 6 Science</i>	<i>Impact Science Curriculum</i>
	<i>Grade 7 Science</i>	
	<i>Grade 8 Science</i>	
	<i>Biology</i>	<i>Biology (Glencoe Science</i>
	<i>Modern Physics and</i> <i>Chemistry</i>	<i>McGraw Hill)</i> <i>Glencoe Physical Science</i>
	<i>Earth and Space</i>	<i>Glencoe Earth Science (McGraw-Hill)</i>
	<i>Introduction to</i> <i>Health Sciences</i>	<i>DHO Health Science (NGL/Cengage)</i>
	<i>Medical Terminology</i>	<i>Medical Terminology for Health Professions (NGL/Cengage)</i>
	<i>Anatomy & Physiology</i>	<i>Body Structures and Functions</i>
	<i>Advanced Patient</i>	<i>DHO Health Science</i>



H&W	<i>Health and Wellness 5-8</i>	<i>Life Time Health Study – Classroom Set</i>
	<i>Health and Wellness 1-2</i>	<i>Life Skills Health (Pearson)</i>
Spanish	<i>Spanish I</i>	<i>EntreCulturas 1 (Wayside Publishing)</i>
	<i>Spanish II</i>	<i>EntreCulturas 2 (Wayside Publishing)</i>
	<i>Spanish III</i>	<i>EntreCulturas 3 (Wayside Publishing)</i>
	<i>AP Spanish</i>	<i>Triangulo Aprobado (Wayside Publishing)</i>
Art/ Encore	<i>5th Grade Technology</i>	N/A
	<i>6th Grade Art</i>	
	<i>7th Grade Music</i>	
	<i>8th Grade Art</i>	
	<i>Fundamentals of Art</i>	
	<i>Advanced Art</i>	



MAKING WAVES ACADEMY
4123 LAKESIDE DRIVE • RICHMOND, CA 94806
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www.makingwavesacademy.org

Executive Summary

To Making Waves Academy Curriculum Review Advisory Committee
From Dr. E. Ward-Jackson, Senior School Director
Date October 16, 2020
Subject 2020-21 Course Offerings

Summary: In our previous curriculum review meeting (March 2020), MWA leadership shared the course-offering list for the 2020-21 school year. Since the meeting, material decisions were made that impacted the availability of courses.

The following courses **are not** currently offered:

- Ceramics: *Moved Ceramic teacher to higher priority offering*
 - In 2019-20, we offered three sections of Ceramics and one section of Advanced Art, comprising a full assignment to one Full Time Employee (FTE). The increased size of our 9th Grade class, however, caused us to offer five sections of Fundamentals of Art, with four sections taught by one FTE, comprising their full assignment, and the 5th section, plus three sections of Advanced Art, comprising the full assignment of the other Visual Art FTE. This resulted in not have a qualified teacher to teach the one section of Ceramic that we were planning to offer.
- Introduction to Drama: *Moved Drama teacher to higher priority offering*
 - In 2019-20, we offered one section of Introduction to Drama and three sections of Expository Reading and Writing, comprising a full assignment to one FTE. The increased size of our senior class, however, caused us to assign four sections of Expository Reading and Writing to one FTE as their full assignment. Additionally, we prioritized this specific teachers 5th section as Senior Advisory over an elective offering.
- Careers in Education (CTE): *Paused as a result of distance learning*
 - This course requires a practicum in which students complete 90 hours of internship at a local elementary or middle school

Additionally, we have yet to find qualified talent to teach the following courses:

- AP Computer Science Principles (79 interested students)
- Introduction to Computer Science (80 interested students)



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Insight: In an ideal and compliant process, programmatic decisions regarding course availability would be discussed and vetted with our Executive Leadership and the Curriculum Review Advisory Committee. Unfortunately, a breakdown in communication, largely a result of gaps connected to changes in our school leadership structure, resulted in decisions being made by leaders who do not own decision-making authority. During a reflective conversation, our Director of College and Career, Mr. Siapno, who is also the owner of the course offerings document, shared with me the course changes that had moved forward as a result of communications between he and our former Upper School Director of Curriculum and Instruction, Ms. Mendez. Operating from previous understandings of each other's roles and misguided assumptions regarding associated communications and decision-making protocols resulted in the premature implementation of course offering recommendations. Once aware of the issue, I met with Alton, our CEO, immediately to start the discussion and recovery process. Several conversations have occurred with our team, and I am confident the team realizes that by not bringing the course challenges to our Executive Leaders and to the Curriculum Review Advisory Committee, there is a significant loss of opportunity to problem solve, engage multiple perspectives, explore solutions, and ultimately to have the support of our Executive Leaders and Board. As the Senior School Director and member of Executive Leadership, I want our Curriculum Review Advisory Committee to know that I take this happening very seriously, and I have incorporated learnings by prioritizing implementation of the MOCHA and RAPID frameworks to support with change management. Additionally, I will share that our leaders' exhibit high levels of integrity and reflection, our leaders have taken ownership of the situation, and collectively we look forward to engaging any questions and/or feedback from the Curriculum Review Advisory Committee, as well as responding to any future course offering related shifts as recommenders within the approval protocol.



Opportunities for Innovation in Distance Learning

Distance learning has offered opportunities for innovative instructional practice. As part of a larger initiative for innovative and aligned instruction, we are thrilled to see our teachers trying new practices and adapting to the distance learning environment.

Innovation: a new *method*, *idea* or *product*

Modeling: An instructional practice that we use consistently is modeling. We model note taking, drawing & painting and science labs. This method is used primarily to show steps, or to guide students through a process. The teacher models and the students either follow along, watch, and ask & answer questions. Our teachers have identified new methods for implementing this practice during Distance Learning.

Doc Cam Hack: With the support of our Math/Science DAI, our Art teachers have created a doc cam hack that allows students to see them model various rendering strategies on a piece of paper. They have set up their phones as a camera, which spotlights their own art, as students watch, take notes and question. Humanities teachers repurposed previously stored monitors and older devices to create a broader viewing area when using Zoom. This “hack” allowed teachers to display slides and other supplementary materials while being about to maintain eye contact with a class of over 25 students.

Science Demo Labs: Our science teachers have transformed their kitchens to demo various labs connected to their curriculum. They will either video tape themselves implementing the demo, or they will perform it live for students. This is a method that has been used while in person as well. It was not uncommon to walk into a science teacher’s classroom and watch them giving a voice over of their recorded demonstration.

Immersion: Distance Learning has allowed our teachers to take our students to places connected to their content areas that they would not normally experience during in person learning. This is a new idea that has surfaced this year.

Art Studios: Mr. Mason brings his students to his own personal art studio. His artwork lines the walls and he has his own personal tools at his fingertips to model and show to his students.

Nature: Our science teachers frequent their back yard or their own personal “zoos” during Distance Learning. It is not uncommon to observe a science teacher bringing their students outside in real time to watch the weather, show them a butterfly or even their own personal tarantulas and rats!

DIY Equipment: A new product that has resulted from Distance Learning is tools and equipment. Our Health and Wellness teachers have helped students to think outside of the box to identify and even make their own tools for fitness. Students have made balls out of rubber bands and paper mache, tennis nets out of paper towels and markers and identified household



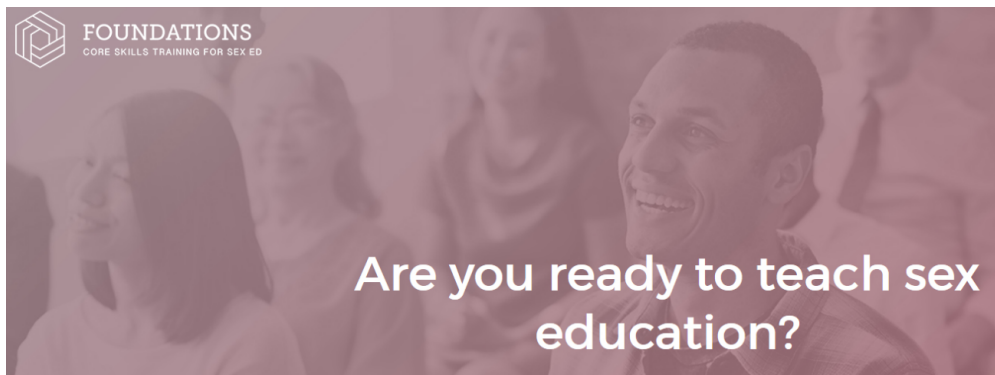
items for weights. Our teachers have also used tools for engagement such as Tik Tok videos and simulated “Harry Potter” workouts.

We are working on a vision for what we are hoping innovation looks like at MWA, and are excited to see collaborative structures lend itself to thinking outside of the box during Quarter 1.



CARDEA

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Teaching sex education can feel daunting. It doesn't have to be.

During National Health Education Week, we celebrate the dedicated health educators throughout our country who deserve more support for teaching sex education effectively.

Facilitating effective sex education requires unique skills to create safe and supportive environments and promote student learning. Educators often receive limited training in these core skills.

Together, Cardea and Answer are working to increase teachers' comfort and confidence teaching sex education nationwide. Collectively, our organizations have more than 75 years of experience training tens of thousands of educators to deliver comprehensive, medically accurate, age-appropriate, and culturally competent sex education.

Cardea and Answer have partnered to create a standardized, national model for training teachers to deliver sex education. We work with state and local organizations across the country to make this training accessible and affordable to teachers across the country.

Foundations is an engaging, one-day training that covers:

- Climate Setting
- Values Exploration
- Managing Self-Disclosure
- Responding to Challenging Questions...and more

We also offer half-day supplemental modules on:

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- LGBTQ Inclusive Sex Ed
- Trauma-Informed Approaches

Starting this school year, Cardea will offer *Foundations* as part of all sex education curriculum trainings to ensure that educators have skills training as part of the professional development they need. For example, all educators who participate in our [Positive Prevention PLUS](#) trainings will receive both *Foundations* and curriculum training.

Interested in learning more? [Contact us](#) or visit [FoundationsTraining.org](#).



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Key Shifts in Mathematics

Introduction

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.

The following are the key shifts called for by the Common Core:

1. Greater focus on fewer topics

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

- In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
- In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
- In grade 8: Linear algebra and linear functions

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2. Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4th grade, students must “apply and extend previous understandings of multiplication to multiply a fraction by a whole number” (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to “apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction” (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3. **Rigor:** Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Adapted from: <http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

Standards in this domain:

[CCSS.MATH.PRACTICE.MP1](#)
[CCSS.MATH.PRACTICE.MP2](#)
[CCSS.MATH.PRACTICE.MP3](#)
[CCSS.MATH.PRACTICE.MP4](#)
[CCSS.MATH.PRACTICE.MP5](#)
[CCSS.MATH.PRACTICE.MP6](#)
[CCSS.MATH.PRACTICE.MP7](#)
[CCSS.MATH.PRACTICE.MP8](#)

[CCSS.MATH.PRACTICE.MP1](#) Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[CCSS.MATH.PRACTICE.MP2](#) Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[CCSS.MATH.PRACTICE.MP3](#) Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.MATH.PRACTICE.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.




Adapted from: <http://www.corestandards.org/Math/Practice/>




Making Waves Academy

District Achievement Summary | August 18, 2020 - October 15, 2020



 2,058 TOTAL HOURS	1,491 HOURS AT SCHOOL 
	567 HOURS AT HOME 

 293,816 QUESTIONS ANSWERED



Making Waves Academy

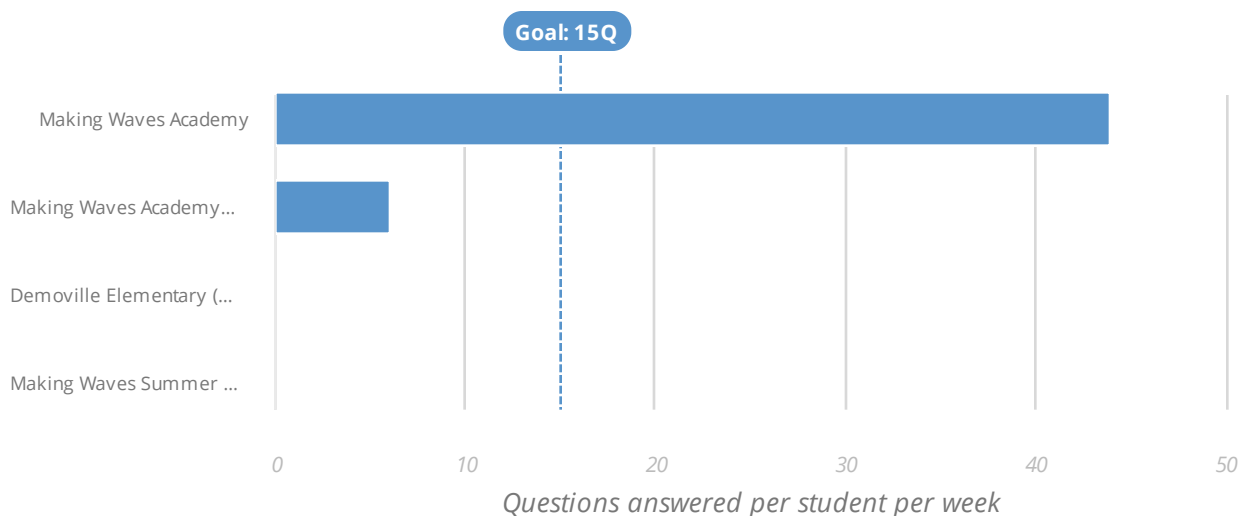
District Achievement Summary | August 18, 2020 - October 15, 2020

THE IXL EFFECT

Schools across the United States are experiencing the IXL Effect, and you can, too. Research shows that answering at least 15 questions per week has a measurable impact on student outcomes.

Already meeting that goal? Aiming for 30 or 65 questions per week has been shown to have an even bigger impact on student success.

[Learn more](#) about the IXL Effect.



Want to increase your school's IXL usage? Try some of these strategies:

- **Work with your teachers to develop usage goals.** By setting goals tied to our proven best practices, you can help your teachers to be more intentional and effective with their IXL implementation.
- **Get students excited about the IXL app.** With IXL's [mobile apps for phone and tablet](#), students will have even more opportunities to learn and grow.
- **Build IXL into your school's routines.** Help your teachers identify opportunities to blend IXL into their daily instruction. For ideas and support, visit www.ixl.com/inspiration, or contact our Professional Learning team at pd@ixl.com.

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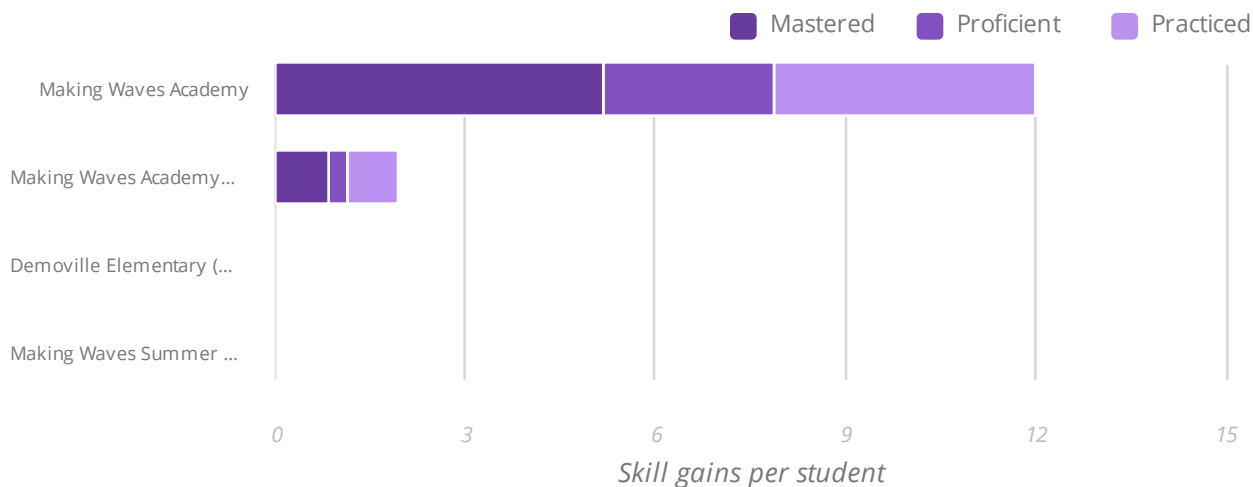
Making Waves Academy

District Achievement Summary | August 18, 2020 - October 15, 2020

BUILDING MASTERY

IXL's SmartScore is based on a proprietary algorithm that combines accuracy, consistency, and question difficulty to authentically gauge student mastery of a topic.

Research shows that striving toward mastery (a SmartScore of 100) is the most effective way to drive student growth on state assessments. Mastery isn't the only goal that impacts learning, however. Achieving proficiency (a SmartScore of 80+) has also been proven to lead to improved student outcomes.



Take IXL to the next level

Striving for proficiency (a SmartScore of 80+) and mastery (a SmartScore of 100) leads to a deeper understanding of concepts and accelerated growth on assessments. Looking for tips on encouraging purposeful practice?

- Set a SmartScore goal of 80 and encourage students to work toward mastery for extra credit
- Set dynamic goals that increase as the lesson or unit progresses
- Use IXL Analytics to ensure students are reaching proficiency

Help students to be successful with SmartScore using the tips and tricks in our [SmartScore Guide](#).



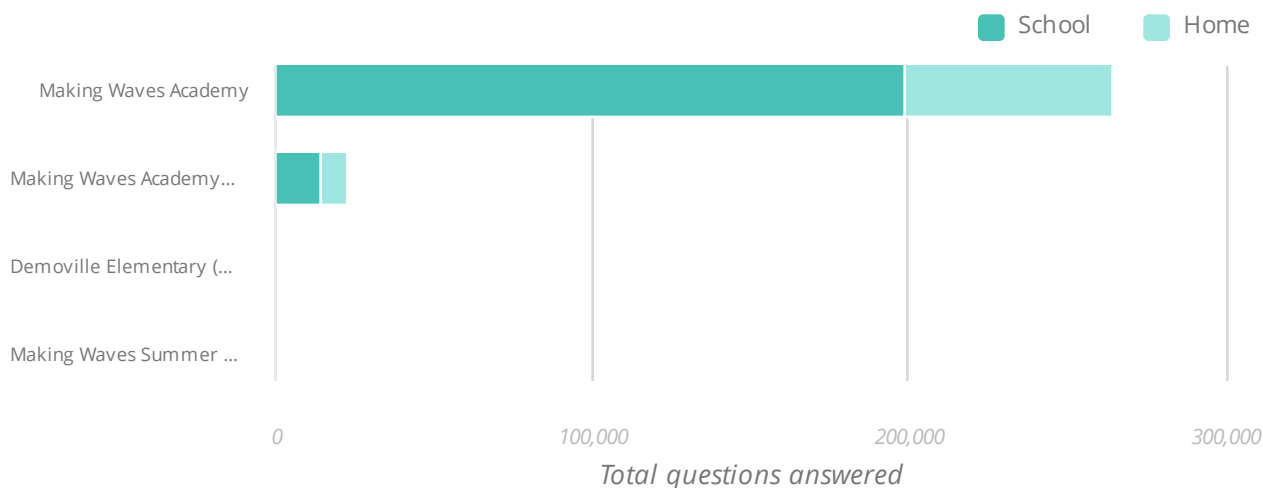
Making Waves Academy

District Achievement Summary | August 18, 2020 - October 15, 2020

EXTEND STUDENT LEARNING

IXL is built for anywhere, anytime learning. We recommend using IXL from both school and home to ensure your students get the most out of their IXL experience.

Collectively this school year, your students have extended their learning time by answering over 287,029 questions from home.



IXL at school

Your students and teachers are enhancing learning with IXL during their school days. Keep it up, or take your implementation to the next level with something special, like:

- Hosting usage contests that celebrate classroom usage milestones
- Setting weekly school-wide question goals
- Celebrating **IXL Rockstar** classrooms or individuals

IXL at home

At-home usage amplifies the IXL Effect for students and ensures parents are empowered to support the learning process. Boost at-home IXL exploration by:

- Sending a **letter home to parents**
- Implementing IXL in after school programs
- Encouraging student learning on **IXL's phone and tablet apps**



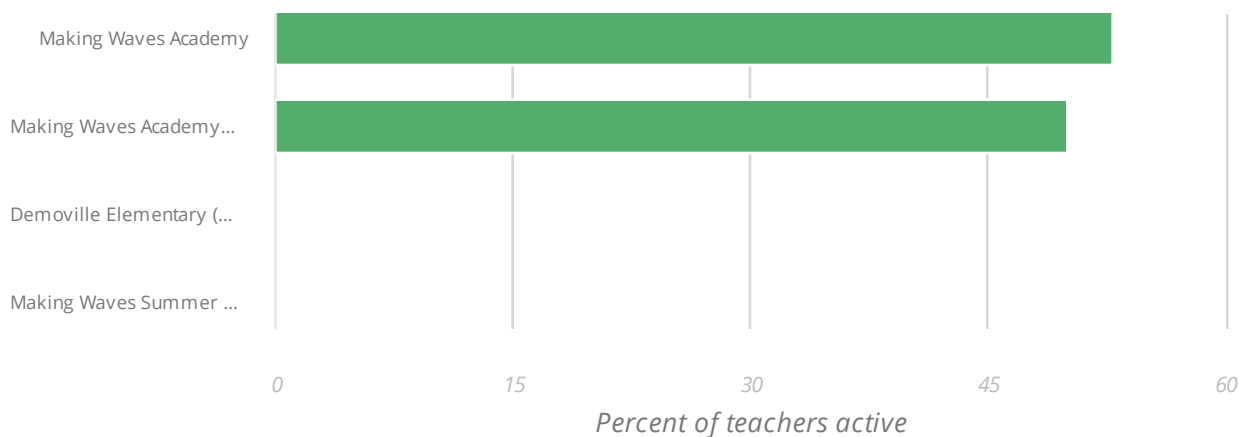
Making Waves Academy

District Achievement Summary | August 18, 2020 - October 15, 2020

TEACHER ENGAGEMENT

IXL is not just for students; it's a powerful tool that can make your teachers more efficient and effective. Monitoring teacher engagement helps you see which teachers are maximizing the benefits of IXL in their classrooms.

If teachers are using IXL regularly, you can feel confident that student learning outcomes will grow and accelerate throughout the school year.



Help your teachers make timely, data-driven decisions with IXL Analytics

One of IXL's most powerful tools for teachers is IXL Analytics, which makes data-driven instruction simple. Did you know that with IXL Analytics your teachers can:

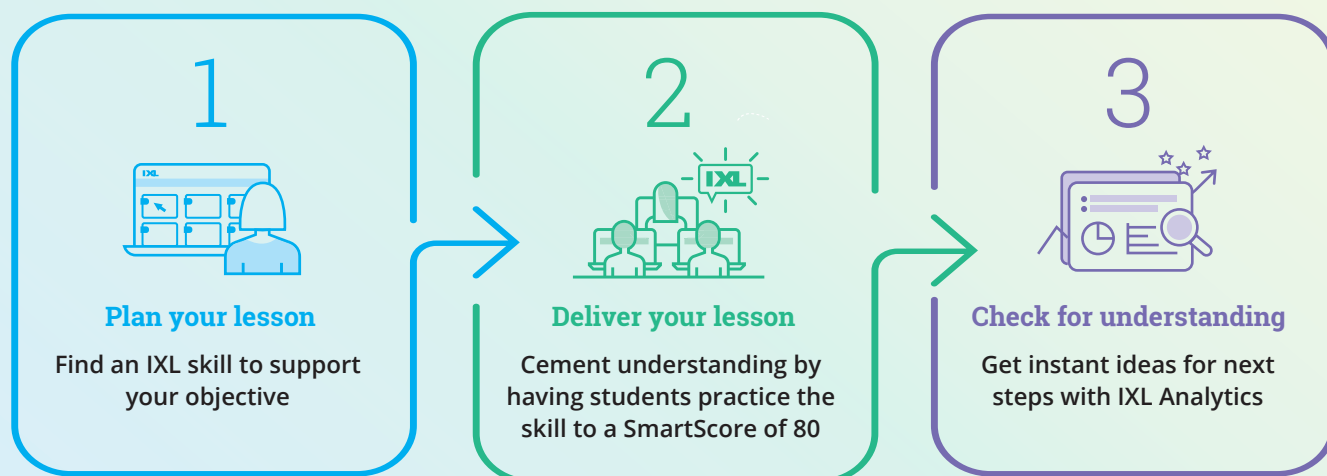
- Take a live look at student progress using the Live Classroom?
- Access individualized action plans, complete with skill recommendations tailored to each student's needs?
- Monitor readiness for state assessments with standards-aligned reports?

To help more teachers get all that they can out of IXL, our [professional learning sessions](#) are full of actionable strategies that blend seamlessly into any instructional model.



STEPS TO SUCCESSFUL IMPLEMENTATION

IXL is designed to be used daily to reinforce your lessons and help students retain the instruction. Getting started is easy:



LET'S TAKE A CLOSER LOOK AT HOW IXL SUPPORTS YOUR DAILY INSTRUCTION



1.

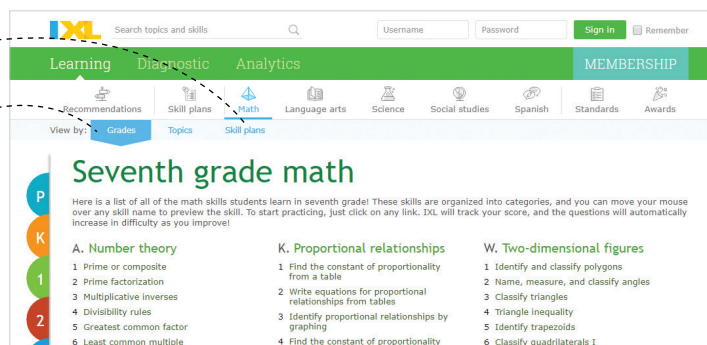
Plan your lesson

Find the IXL skill that matches your objective

Review your lesson plan and search for 1-2 IXL skills that support your instruction for the day. You can find these skills by scanning the Grades pages, or by using your IXL skill plan.

Skill plans: Check out ready-made IXL skill plans for skills that perfectly match your textbook or standard.

Grades view: Get easy access to all skills for your grade level.



2. Deliver your lesson

Introduce your lesson to the whole class, then release students to work on your selected IXL skills. You can also have students work on these skills for homework, or as one part of a station rotation in class.

Build student confidence

As students work on their assigned IXL skill, they will be building an in-depth understanding of the concept you introduced in your lesson. Questions adapt automatically to each student so that they can develop skill confidence at their own pace.

Set SmartScore goals

For each IXL skill, encourage students to reach a SmartScore of 80 (proficiency). If students achieve proficiency and are ready for a challenge, have them strive for mastery (SmartScore of 100) for extra credit.





3. Check for understanding

Visit the Skill Analysis report to check for assignment completion and to gain insight on your students' understanding of the lesson. This report gives you overall stats on your class performance and even groups your students by the level of difficulty they are working at within the skill.

Mouse over each student's name for deeper analysis of their progress. Keep an eye out for students who have a trouble spot and may need additional support or practice with foundational skills.

SKILL ANALYSIS

SKILL: 5-EE.12 Volume of irregular figures made of unit cubes

Skill 5-EE.12 overview - All time

<p>CLASS STATUS</p> <p>4% Mastered 47% Practicing 49% No practice</p>	<p>QUESTIONS ANSWERED</p> <p>1,506</p>	<p>TIME SPENT</p> <p>10 hr 18 min</p>	<p>STUDENTS WHO PRACTICED</p> <p>35</p>
---	---	--	--

Viewing total practice from all time.

Class breakdown

MASTERED 3

Dorian Abernathy - 100

Edgar Beasley - 100

Makenzie Winters - 100

LEVEL 3 12

RECENT QUESTIONS FROM THIS ITEM TYPE

What is the volume of this object?

cubic units

STUDENTS PRACTICING THIS ITEM TYPE

Titus Nielsen - 93	Dustin Velasquez - 93	Demarion Hood - 92	Rudy Burt - 89
Eliseo Delacruz - 87	Oliver Burt - 80	Elmer Frye - 80	Miya Alvarez - 79
Rocky Weiss - 77	Karen Whitney - 76	August Witt - 72	Kasen Coffey - 69

LEVEL 2 14

RECENT QUESTIONS FROM THIS ITEM TYPE

What is the volume of this object?

cubic units

STUDENTS PRACTICING THIS ITEM TYPE

Tatum Mccarthy - 72	Marisol Moreno - 72	Gage Beach - 70	Fione Larson - 69
Brent Sargent - 68	Isabel William - 65	Gabrielle Collier - 64	Avery Fleming - 64
Jaylyn Head - 63	Celia Meyers - 62	Paris Robbins - 60	Ayslan Adams - 59
Connor Cantrell - 55	Adam Rowe - 55	Gregory Shaffer - 55	Paul White - 44

Click on name to view

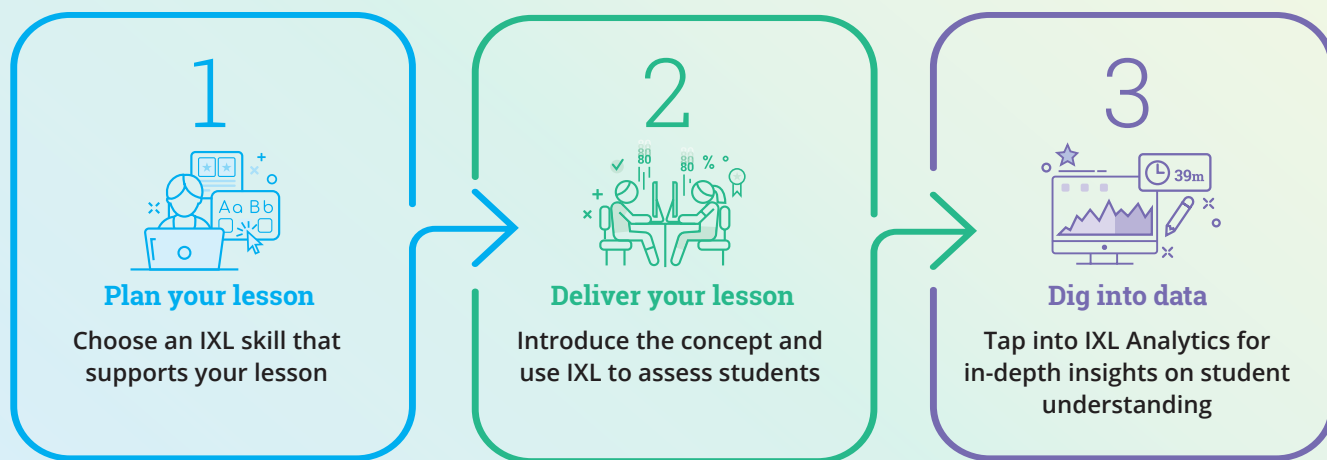


For more ideas on how to use IXL in your classroom, visit www.ixl.com/resources



STEPS TO SUCCESSFUL IMPLEMENTATION

IXL can help you assess students in the moment and tailor your instruction to meet their needs.



LET'S TAKE A CLOSER LOOK AT HOW IXL HELPS YOU ASSESS STUDENTS IN REAL TIME

1.

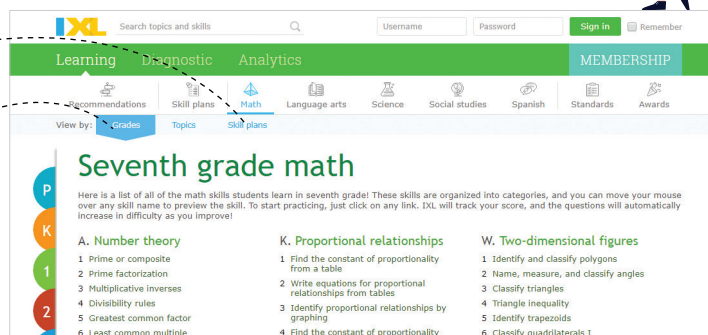
Plan your lesson

Find the IXL skill that matches your objective

Review your lesson plan and search for 1-2 IXL skills that support your instruction for the day. You can find these skills by using your IXL skill plan, or by scanning the Grades pages.

Skill plans: Check out ready-made IXL skill plans for skills that perfectly match your textbook or standard.

Grades view: Get easy access to all skills for your grade level.





2.

Deliver your lesson

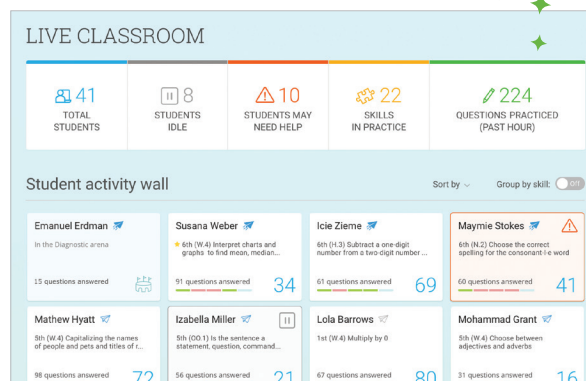
Introduce your lesson to the whole class, then release students to work on your selected IXL skills. For each IXL skill, encourage students to reach a SmartScore of 80 (proficiency).

Assess students in real time

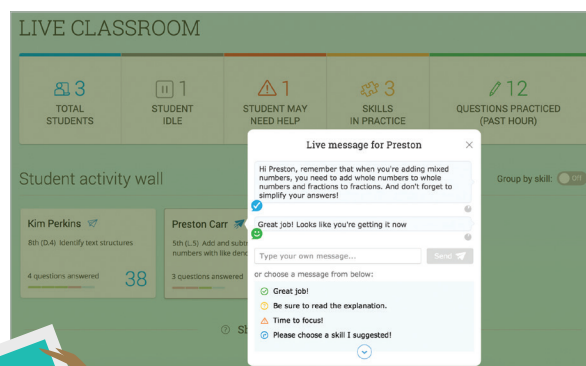
Pull up Live Classroom for live updates on student progress.

- **Red tile: Student is struggling**
Provide help in the moment
- **Grey tile: Student is idle**
Check in to see if they need help or are off task
- **Other tiles: Encourage students who reach 80 to push toward mastery**

If a number of students go red, pull them into a small group for remediation.



Use Live Message to communicate with students while they're working in IXL. If you notice a student has hit a trouble spot or is off task, click on the airplane icon to reach out and offer guidance.





3.

Dig into data



Skill Score Chart

Use the Skill Score Chart to check for assignment completion. Students who have reached at least a SmartScore of 80 are proficient in the skill, while students below an 80 may need a little additional assistance.

SKILL SCORE CHART

SKILL: 5-EE.14 Volume of irregular figures made of unit cubes

Overview of your students' performance on 5-EE.14 - This school year

Progress: 97%

- 32% Mastery
- 10% Excellence
- 55% Practiced
- 3% No practice

Scores
Viewing current scores or prior mastery achieved for all time. [View full skill analysis](#)

NAME	SMARTSCORE	QUESTIONS ANSWERED	TIME SPENT	LAST PRACTICED
Gordon Alexandrov	97	15	6 min	January 14, 2019
Shakira Bass	100	28	24 min	January 15, 2019
Anna Behrens	58	3	3 min	January 14, 2019
Meredith Boyer	92	56	37 min	January 18, 2019
Molly Brady	98	31	30 min	January 16, 2019
Lucy Branch	76	15	10 min	January 15, 2019

Questions Log

If there are any students whose progress you are wondering about, dig a little deeper by clicking their SmartScore in the Skill Score Chart. With IXL's Questions Log, you can view the exact questions any student missed and even look for patterns that might explain why they are struggling.

QUESTIONS LOG

SKILL: 5-EE.12 Volume of irregular figures made of unit cubes

STUDENT: Aydan Adams

Skill summary

☆ 63 CURRENT SMARTSCORE

✍ 93 QUESTIONS ANSWERED

🕒 39 min TIME SPENT

Questions answered

SESSION 9: Sunday, May 26 | 4:01 - 4:03 PM SmartScore: 59 → 63

92 of 93

✖ Question
What is the volume of this object?

☐ cubic units

Correct answer
14

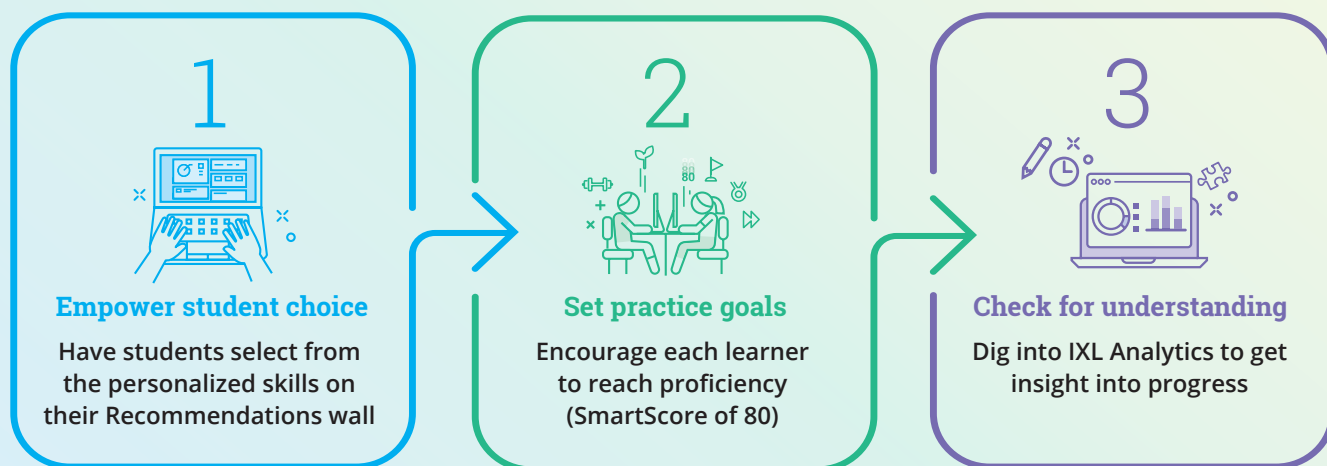
Aydan Adams answered
11





STEPS TO SUCCESSFUL IMPLEMENTATION

IXL's personalized guidance ensures your students are working on the best possible skills to help them grow.



LET'S TAKE A CLOSER LOOK AT HOW IXL HELPS YOU DELIVER PERSONALIZED LEARNING TO EVERY STUDENT



1.

Empower student choice


Have students visit the Recommendations wall

Every student on IXL has a Recommendations wall full of skills that have been hand-picked to help them grow. Encourage students to own their learning by choosing any skill that appeals to them. You can rest assured that each skill is at the right level and will help your students on their learning journey.

Recommendations Student: Gage Beach

Here are all the math and language arts skills recommended just for you, based on what you've been working on recently. Explore the different types of recommendations, and click on any skill you'd like to try!

The Venn diagram compares two characters from myths, *Nama Danyang* and *Mama*.




Based on the Venn diagram, which is true about Mama?

- Mama received animals from the flood.
- Mama lived by floating on a board.
- Mama was not saved from the flood.

1.2 Read graphic organizers

The model shows the product of $\frac{1}{2}$ and a whole number.



Complete the multiplication sentence that matches the model.


$\frac{1}{2} \times \square = \frac{2}{3}$

M.1 Multiply unit fractions by whole numbers using number lines

Heather is ordering a birthday cake for a friend. The bakery makes lemon, chocolate, vanilla, and banana flavored cakes. Each flavor of cake can come with vanilla, brown, white, or green frosting. How many different combinations can Heather choose from?

X.16 Combinations

What is the name of this figure?



AA.4 Lines, line segments, and rays

Select all the words that make up the prepositional phrase.




2.

Set practice goals


Help every student reach their personal potential

There are 5 types of skill recommendations on IXL, and each one will help your students grow in a different way. For recommended skills that are new concepts for your students, encourage them to work to a SmartScore of 80 (proficiency).




- 


Try something new

Explore new skills or topics you haven't practiced yet.
- 


Work it out

Stuck on a skill? Try working on these building block skills to help you tackle your trouble spots.
- 

Keep at it

These are skills in which you're making progress but haven't yet reached excellence (SmartScore of 90).
- 

Go for gold

You've already demonstrated excellence in these skills—now it's time to reach for mastery.
- 

Next up

Extend your knowledge! Build upon the skills you've just learned by trying these natural next steps.

For a fun twist, create a theme for your class's personalized practice. Declare a Work it Out Wednesday or a Try Something New Tuesday!





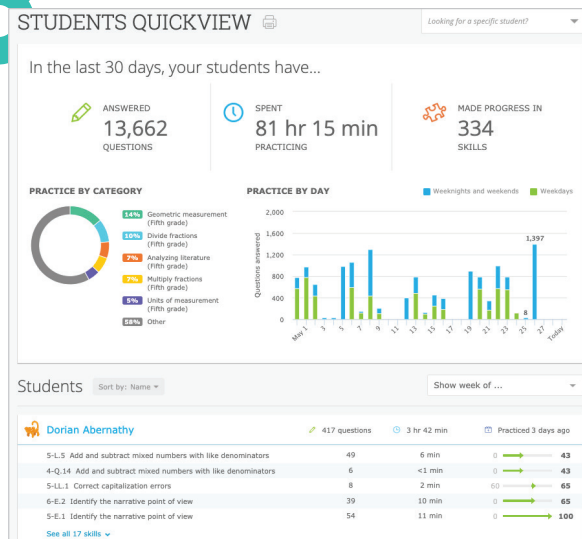
3.

Check for understanding



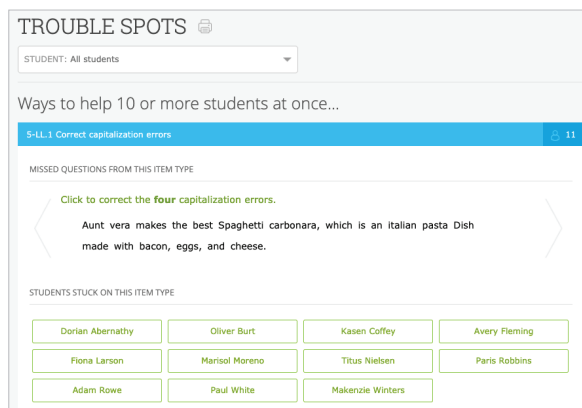
Students Quickview

Scan your Students Quickview to get an idea of which skills your students worked on and how much progress they made on each one.



Trouble Spots

Check your Trouble Spots report to see if any students are struggling with particular skills. Plan for an individual or small group reteach for any problem areas you uncover.



IMPLEMENTATION INSPIRATION

The IXL Recommendations wall can help you support students even when you can't be right by their side. Use the wall:

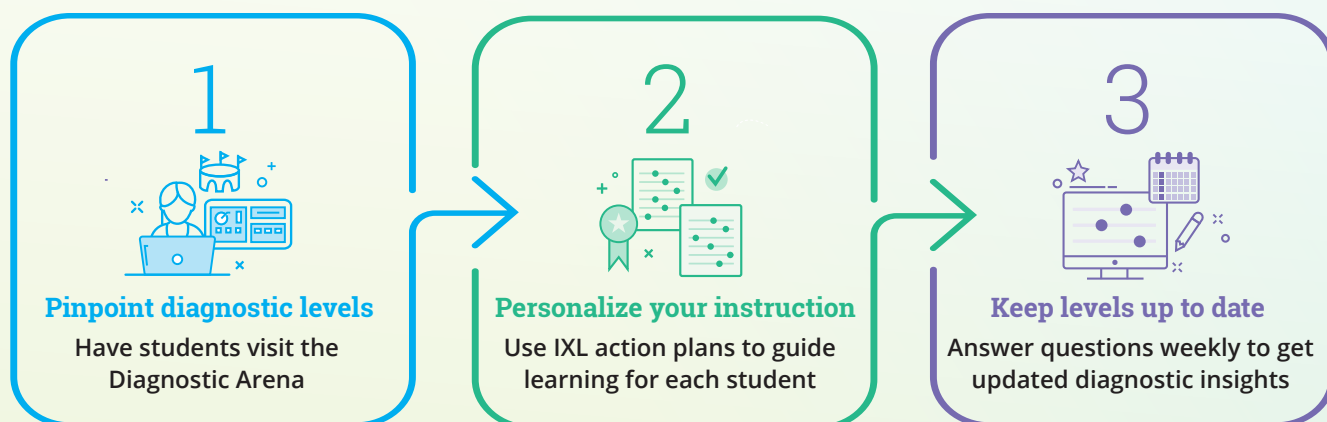
- As an option for early finishers
- For bell work
- When you're working with a small group
- When you have a substitute

For more ideas on how to use IXL in your classroom, visit www.ixl.com/resources



STEPS TO SUCCESSFUL IMPLEMENTATION

The IXL Real-Time Diagnostic helps you assess your students' grade-level proficiency in both math and English language arts. Getting started is simple!



LET'S TAKE A CLOSER LOOK AT HOW YOU CAN GET STARTED WITH THE IXL REAL-TIME DIAGNOSTIC



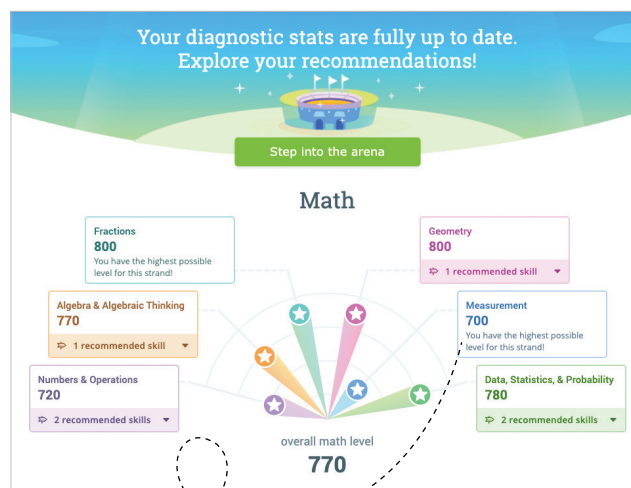
1.

Pinpoint diagnostic levels

Visit the Diagnostic Arena

Have students answer diagnostic questions until all of their levels have been pinpointed. It only takes students about 45 minutes to get full diagnostic stats in one subject

Tip: Diagnostic levels correspond to grade levels. For example, a score of 700 indicates readiness to begin working on 7th grade skills





2.

Personalize your instruction

Encourage students to follow their action plan from IXL

Using insights from the diagnostic, IXL creates a personalized action plan for each student. Have your students click directly on their recommended IXL skills to start closing gaps and making progress right away.

IXL Real-Time Diagnostic Action Plan
August 19, 2019

Student: Oliver Burt

The IXL Real-Time Diagnostic shows you what you know and what you're ready to learn next. Work on your personalized skill recommendations until you reach excellence (90+). Visit the Real-Time Diagnostic often to see how your stats change and to get new recommendations!

Have questions about the Real-Time Diagnostic? Visit www.ixl.com/diagnostic-help.

Overall math level

530
560

0 100 200 300 400 500 600 700 800 900 1000 1100 1200 1300

Math strand levels and recommendations

Numbers & Operations

480

- Understanding decimals expressed in words (Level G) F9G
- Prime and composite numbers (Level G) 8PL

Algebra & Algebraic Thinking

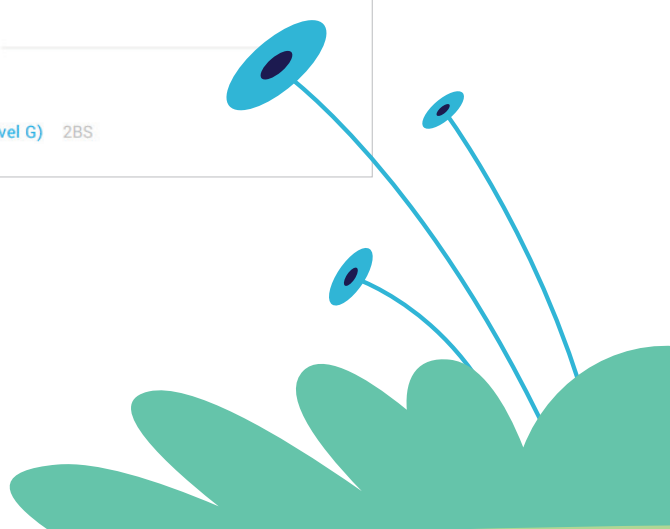
420
460

- Compare numbers using multiplication: word problems (Level F) QKB
- Divide by 1-digit numbers: interpret remainders (Level G) 72W

Fractions

620

- Divide fractions (Level H) DS2
- Add fractions with unlike denominators using models (Level G) 2BS





3. Keep levels up to date

The IXL Real-Time Diagnostic can give you up-to-the-minute information on your students' knowledge every day with these two simple steps:

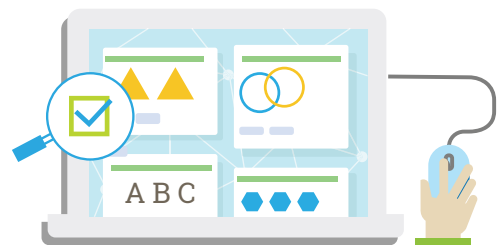
Answer 10-15 diagnostic questions per week

With just a handful of diagnostic questions each week, your students' levels will stay up to date and ensure you always have timely insights on how to support them.



Work on IXL skills regularly

When students work in IXL skills, their progress is automatically incorporated into their diagnostic levels so that you have a full, meaningful portrait of your students' knowledge.



To learn more about the IXL Real-Time Diagnostic, visit www.ixl.com/diagnostic

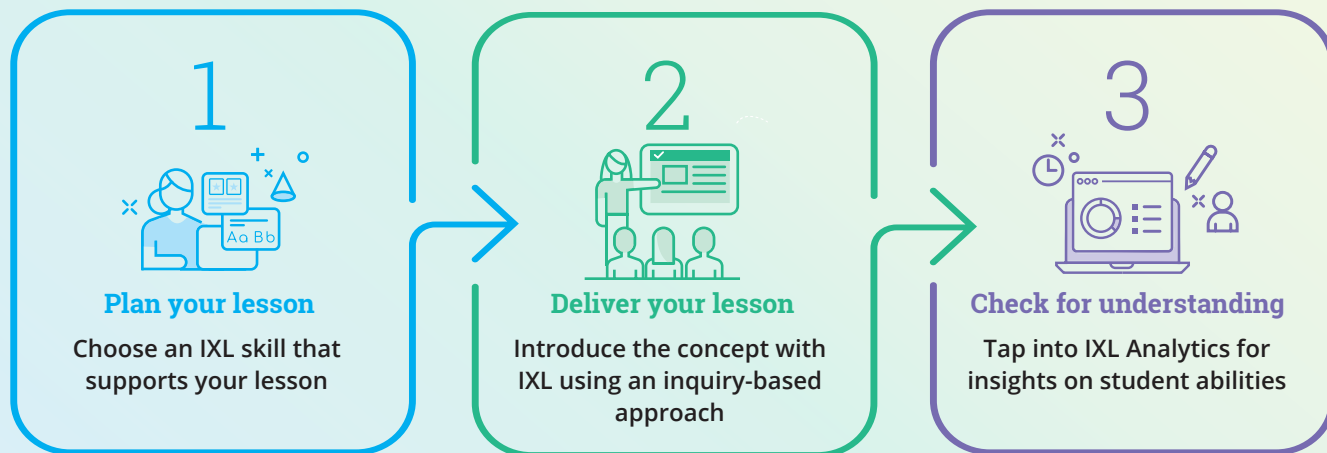
IMPLEMENTATION GUIDE

IXL for Whole Class Instruction



STEPS TO SUCCESSFUL IMPLEMENTATION

IXL is the perfect resource for modeling new concepts during whole class instruction.



LET'S LOOK AT AN EXAMPLE LESSON TOGETHER

Imagine: You are working with your class on graphing a line from an equation and will be using IXL to kick off the lesson.

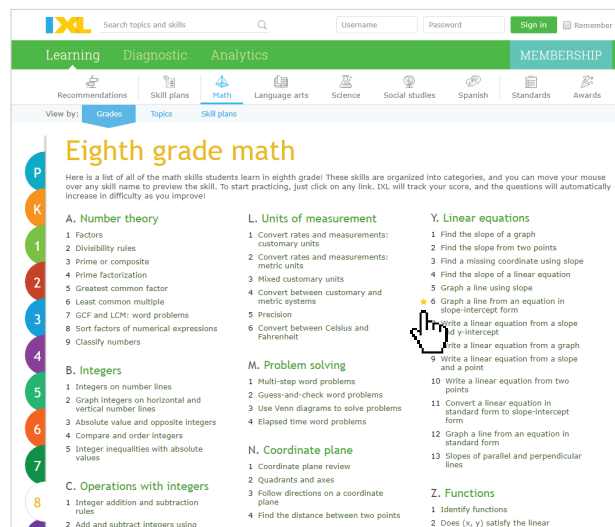


1.

Plan your lesson

Choose an IXL skill that matches your objective

You can find skills by scanning the Grades page or by using your IXL skill plan. For this lesson, you might look at the category **Linear equations** and choose the 8th skill, **Graph a line from an equation in slope-intercept form**. Highlight your choice for your students by clicking on the star to the left of the skill name.





2.

Deliver your lesson



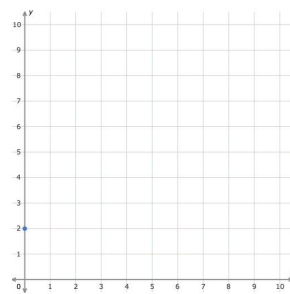
Employ an inquiry-based approach

Project your chosen IXL skill in your classroom and have students work together to answer the first question. Then, walk through the explanation as a class.

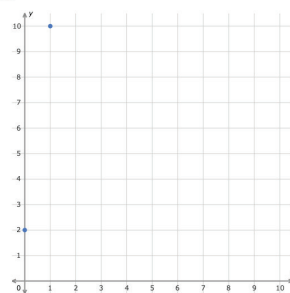
Note the key concepts in the Remember box, and talk through each step to solve the problem. Answer a few more questions as a class or in small groups.

Remember
 slope = $\frac{\text{change in } y}{\text{change in } x}$
 The coordinates of the y-intercept are $(0, y)$, where y is the y-intercept.
 In the equation $y = mx + b$, m is the slope and b is the y-intercept.

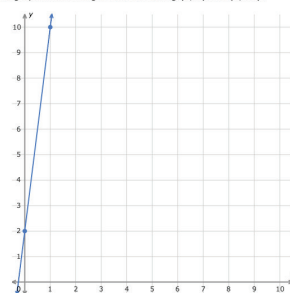
Solve
 The y-intercept is 2. Plot the point $(0, 2)$.



The slope is 8, which is the same as $\frac{8}{1}$. Move up 8 and right 1 to find another point on the line.

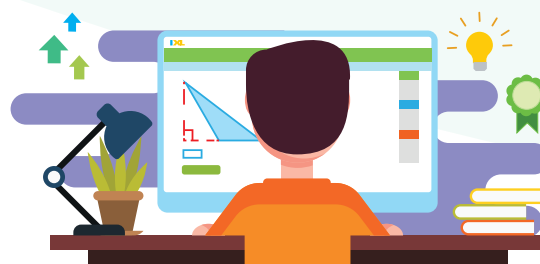


The graph is the straight line connecting $(0, 2)$ and $(1, 10)$.



Cement learning with individual practice

Have students work on your selected IXL skill individually, either in class or for homework. Set a SmartScore goal of 80 (proficiency), but encourage students to strive for 100 if they feel ready.





3. Check for understanding

Skill Analysis

Visit the Skill Analysis report to check for assignment completion and to gain insight on your students' understanding of the lesson. This report gives you overall stats on class performance and even groups your students by the level of difficulty they are working at within the skill.

Mouse over each student's name for deeper analysis of student progress. Keep an eye out for students who have a trouble spot and may need additional support or practice with foundational skills.

SKILL ANALYSIS

SKILL: 8-Y.6 Graph a line from an equation in slope-intercept form

Skill 8-Y.6 overview - This school year

CLASS STATUS	QUESTIONS ANSWERED	TIME SPENT	STUDENTS WHO PRACTICED
4% Mastered	1,653	10 hr 30 min	35
47% Practicing			
49% No practice			

Viewing total practice from this school year.

Class breakdown

MASTERS 3

- Dorian Abernathy - 100
- Edgar Beasley - 100
- Makenzie Winters - 100

LEVEL 9 20

SAMPLE QUESTIONS FROM THIS ITEM TYPE

Graph this line using the slope and y-intercept:

$$y = \frac{9}{8}x$$

Click to select points on the graph.

STUDENTS PRACTICING THIS ITEM TYPE

Martisol Moreno - 72	August Witt - 72	Gabrielle Collier - 71	Gage Beach - 70
Brent Sargent - 68	Karen Whitney - 68	Rocky Weiss - 67	Fiona Larson - 66
Isabel William - 65	Aydan Adams - 63	Kasen Coffey - 63	Elmer Frye - 63
Jaylyn Head - 63	Celia Meyers - 62	Paris Robbins - 58	Adam Rowe - 58

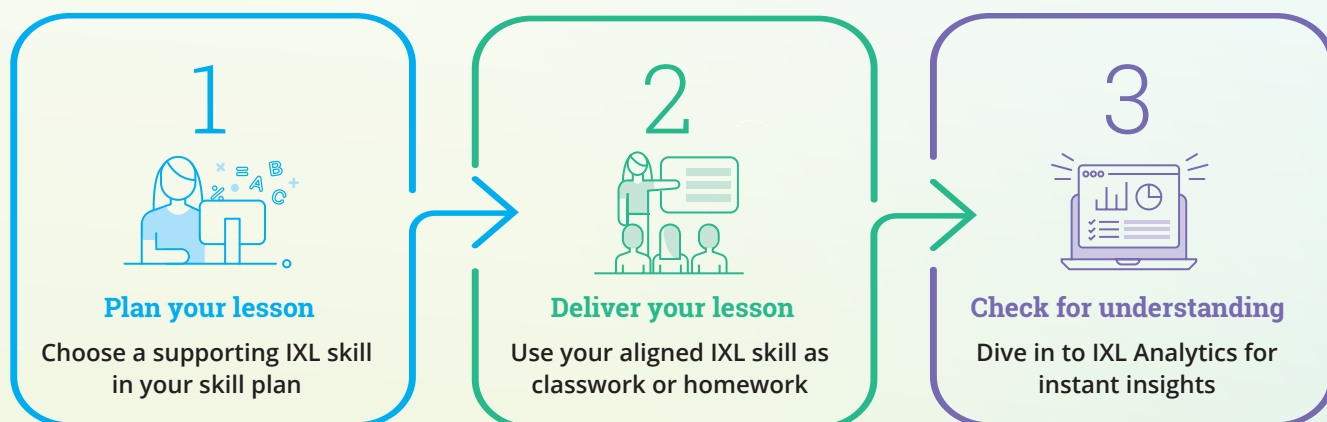


For more ideas on how to use IXL in your classroom, visit www.ixl.com/resources



STEPS TO SUCCESSFUL IMPLEMENTATION

IXL skill plans take the guesswork out of lesson planning by providing the exact IXL skills that perfectly match your textbooks.



LET'S LOOK AT AN EXAMPLE LESSON TOGETHER

Imagine: You are introducing your class to decomposing fractions and will be using IXL to support the day's lesson.



1.

Plan your lesson

Find the right IXL skills

Review your lesson plan and the supporting skills in your IXL skill plan.

5		Module 5
Fraction Equivalence, Ordering, and Operations		
Topic A	Decomposition and Fraction Equivalence	<ul style="list-style-type: none"> 1. Decompose fractions into unit fractions 2. Decompose fractions 3. Decompose fractions multiple ways

Classwork skill

The first skill in this section introduces students to the concept by having them decompose fractions as unit fractions. This would be a great classwork skill for kicking off your lesson.

Homework skill

The second skill in this section builds on the first by having students decompose fractions with different numerators. This skill would be a good choice to assign for homework or as an enrichment activity.



2.

Deliver your lesson

Whole class instruction

Introduce the concept by working through questions from your classwork skill, as a group. Use IXL's explanations to model each step of the process for your students.

Individual or small-group work

Release students to keep working on your selected skill to deepen their understanding of the concept. Remember that every IXL skill is adaptive, and will guide students from simpler tasks to more complex problems.

Assign homework

Assign your homework skill through your learning management system or by clicking the star next to the skill. Students should work on this skill to a SmartScore of 80 (proficiency).

Explanation

review Fill in the missing numbers to write $\frac{4}{5}$ as a sum of unit fractions.

$$\frac{4}{5} = \frac{\quad}{5} + \frac{\quad}{5} + \frac{\quad}{5} + \frac{\quad}{5}$$

remember A **unit fraction** always has a numerator of 1.

solve This model represents a whole divided into 5 equal parts. Each part represents the unit fraction, $\frac{1}{5}$. Select 4 parts to represent the fraction $\frac{4}{5}$.

$\frac{4}{5}$ can be separated into unit fractions.

$$\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

- ★ 1. Decompose fractions into unit fractions
- ★ 2. Decompose fractions

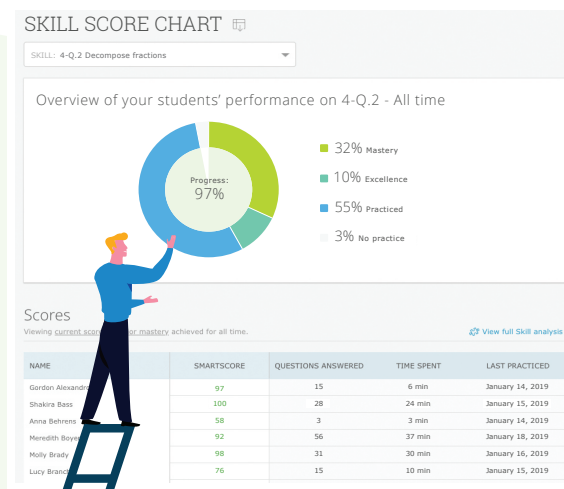




3. Check for understanding

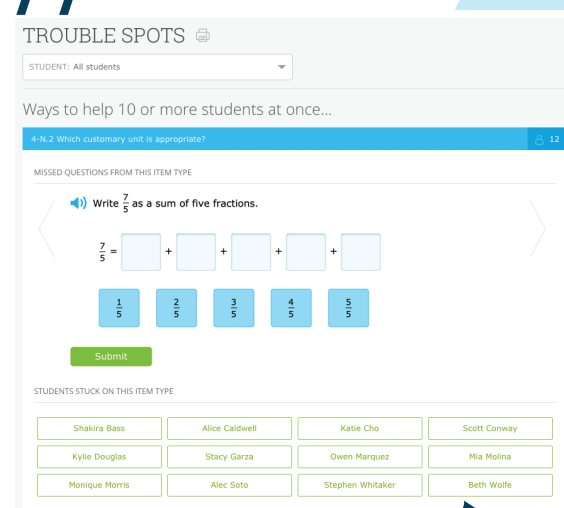
Skill Score Chart

Use the Skill Score Chart to check for assignment completion. Students who have reached at least a SmartScore of 80 are proficient in the skill, while students below an 80 may need a little additional assistance.



Trouble Spots

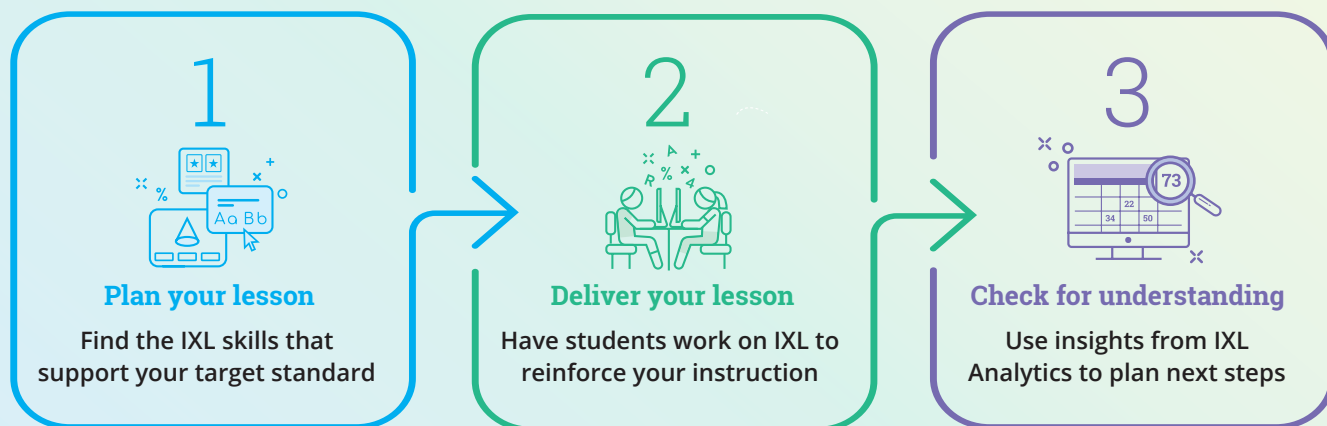
Check out your Trouble Spots report for instant insights on students who might be struggling with the lesson. Use the groupings provided to form small groups for reteaching the next day in class.





STEPS TO SUCCESSFUL IMPLEMENTATION

IXL is fully aligned to your standards so you can ensure your students are ready when it's state assessment time.



LET'S TAKE A CLOSER LOOK AT HOW IXL SUPPORTS STANDARDS PREP

Imagine: You are working with your class on the 5th grade Common Core math standards around understanding place value.

1.

Plan your lesson



IXL unpacks every standard into targeted skills that help build student understanding and confidence. Find your target standard in IXL's Common Core alignment to view skills that will support your instruction.

The Common Core in California

Skills available for California fifth-grade math standards

Standards are in black and IXL math skills are in dark green. Hold your mouse over the name of a skill to view a sample question. Click on the name of a skill to practice that skill.

<p>Show alignments for:</p> <ul style="list-style-type: none"> ✓ California Common Core Content Standards: Grade 5 California Common Core Content Standards: Mathematical Practices 	<p>Actions</p> <ul style="list-style-type: none"> View report Print standards
---	---

5.5.NBT Number and Operations in Base Ten

5 Understand the place value system.

5.5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

- Convert between standard and expanded form (5-A.1)
- Place value (5-A.2)
- Place values in decimal numbers (5-G.4)

These three skills will help your students develop proficiency on your target standard, 5.5.NBT.1.

2.

Deliver your lesson

To deepen understanding of your lessons on place value, have students tackle the three supporting IXL skills during class or as homework.

Encourage your students to strive for a SmartScore of 80 (proficiency) on each skill. Remember that every IXL skill is adaptive, and will guide students from simpler tasks to more complex problems.





3. Check for understanding

Standards Score Grid

Visit the Score Grid report and turn Standards "On" to see which students completed their assignments.

Pro Tip:
The Additional Options menu can make it even easier for you to check for assignment completion. Use the tools in this menu to view only the skills for your target standard, as well as to highlight scores above 80.

Standard	Shilene Bass	Alex Caldwell	Sierra Chang	Julia Cho	Scott Conway	Matthew Ebbson	Kyle Douglas	Joey Farmer	Stacy Garcia	Victor Heath	Sierra Herrera	Carissa Hoffman	Payton Johnson	Queen Marshall	Eric Melville	Norah Morris	Eric Powers	Alec Soto	Stephen Whitaker	Beth Wolfe
5.5.NBT.1	93	81	100	91	85	100	74	100	84	40	100	74	79	78	91	64	100	100	83	88
A.1 Convert between standard and expanded form	100	72	100	81	100	100	91	100	100	100	100	100	100	92	100	84	100	100	87	90
A.2 Place value																				
G.4 Place values in decimal numbers								100												

Standards Trouble Spots

Check out your Trouble Spots report and turn Standards "On" for instant insights on students who might be struggling with your target standard. Use the groupings provided to form small groups for reteaching.



For more ideas on how to use IXL in your classroom, visit www.ixl.com/resources



RUBRIC

EdReports.org Quality Instructional Materials Tool: High School Mathematics

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Introduction

The Common Core State Standards (CCSS), informed by three decades of knowledge around learning, created an unprecedented opportunity to improve student achievement nationwide. However, simply adopting the CCSS and working with teachers on the instructional shifts does not directly translate into student success. Evidence indicates that instructional materials have a significant effect on student outcomes.¹ And as Harvard’s Richard Elmore argues, to get inside the instructional core and improve learning at scale, it is essential to get quality content into the hands of teachers and students.²

If quality instructional materials (e.g., textbooks, curriculum, digital resources and other instructional content) are as critical as the research suggests, local decisions about what CCSS materials to adopt or purchase are now more significant than ever. Publishers are updating their materials, independent curriculum providers are launching and teachers nationwide are generously publishing their own materials for the benefit of others. States, districts and organizations also have been developing and disseminating Common Core-aligned lessons. With so many new and repackaged instructional products being introduced into a quickly changing marketplace, state and district leaders and educators need independent information about instructional materials in order to make informed purchasing decisions and, over time, to move the needle on student performance.

About EdReports.org

Our Vision: All students and teachers in the United States will have access to the highest-quality instructional materials that will help improve student learning outcomes.

Our Mission: EdReports.org will increase the capacity of teachers, administrators and leaders to seek, identify and demand the highest-quality instructional materials. Drawing upon expert educators, EdReports.org’s evidence-based reviews of instructional materials and support of smart adoption processes will equip teachers with excellent materials nationwide.

Our Theory of Action: Credible information against quality criteria in a quickly changing marketplace helps educators make better purchasing decisions and improve student performance. Identifying excellence and improving demand for credible information will improve the supply of quality materials over time, leading to better student achievement outcomes.

About This Tool

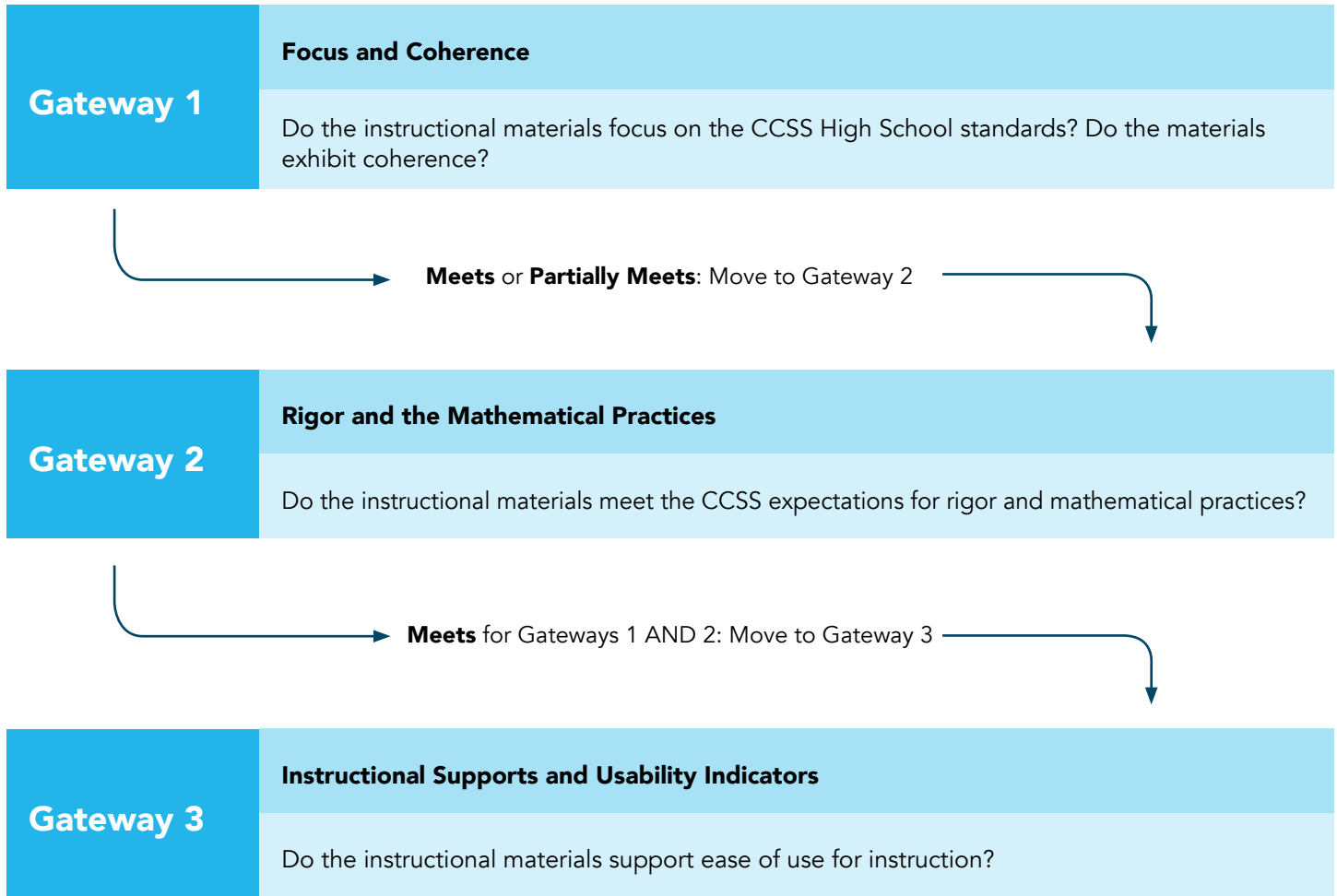
EdReports.org convened educators to develop this tool to provide educators, stakeholders, and leaders with independent and useful information about the quality of core English language arts instructional materials (whether digital, traditional textbook, or blended). Expert educators will use the tool to evaluate full sets of instructional materials in English language arts against non-negotiable criteria (see Figure 1). This tool builds on the experience of educators, curriculum experts, state processes, and leading rubric developers and organizations – such as Achieve, Inc., the Council of Great City Schools, and Student Achievement Partners, among others – that have conducted reviews of instructional materials, lessons, and tasks.

To create the evaluation tool, EdReports.org conducted research into the use of commonly-used rubrics, gathered input from educators and English language arts experts during a nationwide listening tour, interviewed professors of English language arts, developers and publishers of materials, and convened an Anchor Educator Working Group (AEWG). The tool may be refined by the AEWG after the first set of reviews is complete.

¹ G. Whitehurst. “Don’t Forget Curriculum.” *Brown Center Letters on Education*. (Washington, DC: Brookings Institute, 2009); M. Chingos and G. Whitehurst. *Choosing Blindly: Instructional Materials, Teacher Effectiveness and the Common Core*. (Washington, DC: Brown Center on Education Policy at Brookings, April 2012).

² Richard Elmore, in his work on the instructional core, asserts that there are three ways to improve student learning at scale: (1) raise the level of content that students are taught; (2) increase the skill and knowledge that teachers bring to the teaching of that content; and (3) increase the level of students’ active learning of that content. R. Elmore. *Improving the Instructional Core* (Cambridge, MA: Harvard Graduate School of Education, 2008).

Figure 1: Gateway Evaluation Process for Review of Mathematics Materials



Gateway 1

Focus and Coherence

In this gateway, reviewers consider how well the materials are coherent and consistent with the high school standards that specify the mathematics which all students should study in order to be college and career ready, including the modeling standards that appear throughout the high school Common Core standards, as indicated by a star (*). We use the specific definition of modeling that appears in the standards to inform our evidence collection and scoring.

GUIDING REVIEW QUESTIONS:

- Do the instructional materials focus on “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSSM)?
- Do the instructional materials exhibit coherence within and across courses/grade levels that is consistent with a logical structure of mathematics?

▶ Rating Sheet 1: Focus and Coherence

For ‘Focus and Coherence’ to attain a score of ‘Meets Expectations,’ material must earn at least 14 points.

Criterion	<p>The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready”.</p> <p>Maximum Points: 18</p>
------------------	--

Indicators	Points	Evidence
1a. The materials focus on the high school standards. ³		
1ai. The materials attend to the full intent of the mathematical content in the high school standards for all students. ⁴	0 2 4	
1a.ii. The materials attend to the full intent of the modeling process when applied to the modeling standards. ⁵	0 1 2	
1b. The materials provide students with opportunities to work with all high school standards and do not distract students with prerequisite or additional topics.		

(Continues on next page)

³ In this tool, the phrase “high school standards” refers to the standards that “specify the mathematics that all students should study in order to be college and career ready” (p. 57). These standards do not have a plus (+) symbol. Those standards that encompass additional mathematics for advanced courses and are indicated by a (+) symbol in the CCSS are considered in indicator 1g.

⁴ For those standards indicated as modeling standards, this indicator will not examine how the modeling process is used with them. The examination of the modeling process with specific modeling standards will occur in indicator 1a.ii.

⁵ In the CCSSM, “specific modeling standards appear throughout the high school standards indicated by a star symbol” (p. 57), and the modeling process includes 6 steps and is defined to be a “process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions” (p. 72).

(Continued from previous page)

<p>1bi. The materials, when used as designed, allow students to spend the majority of their time on the content from CCSSM widely applicable as prerequisites for a range of college majors, postsecondary programs, and careers.</p>	<p>0 1 2</p>	
<p>1bii. The materials when used as designed allow students to fully learn each standard.</p>	<p>0 2 4</p>	
<p>1c. The materials require students to engage in mathematics at a level of sophistication appropriate to high school.</p>	<p>0 1 2</p>	
<p>1d. The materials are mathematically coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the Standards.</p>	<p>0 1 2</p>	
<p>1e. The materials explicitly identify and build on knowledge from Grades 6-8 to the High School Standards.</p>	<p>0 1 2</p>	
<p>1f. The plus (+) standards, when included, are explicitly identified and coherently support the mathematics which all students should study in order to be college and career ready.</p>	<p>Not Scored</p>	

Gateway 1 Overall Rating:

Focus and Coherence

Reviewers use data recorded in Rating Sheet 1 to determine the Gateway 1 final rating.

Gateway 1	Focus and Coherence
------------------	----------------------------

Indicators	Rating Score	Evidence
<p>1a-1e: The instructional materials are coherent and consistent with “the high school standards that specify the mathematics which all students should study in order to be college and career ready” (p. 57 of CCSM).</p>	<p>Point Total from Rating Sheet (s):</p>	

GATEWAY 1 FINAL SCORE

Earned: _____ of 18 points

- Meets expectations (14-18 points)
- Partially meets expectations (10-13 points)
- Does not meet expectations (<10 points)

REMINDER:

- **Does not meet = does not continue to Gateway 2**
- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Gateway 2

Rigor and the Mathematical Practices

Rigor determines if a series instructional materials reflect the balances in the standards by helping students develop conceptual understanding, procedural skill and fluency, and application. Mathematical Practices determine how well materials meaningfully connect the Mathematical Content Standards and the Mathematical Practice Standards.

GUIDING REVIEW QUESTIONS:

- Do the instructional materials engage students with all aspects of rigor: conceptual understanding, procedural skill and fluency, and application in a balanced way?
- Do the Mathematical Practices connect to the Mathematical Content Standards in meaningful and deliberate ways?

▶ Rating Sheet 2.1: Rigor and Balance

For “Rigor and Balance” to attain a score of ‘Meets Expectations,’ materials must earn at least 7 points

Criterion	<p>The instructional materials reflect the balances in the Standards and help students meet the Standards’ rigorous expectations, by giving appropriate attention to: developing students’ conceptual understanding; procedural skill and fluency; and engaging applications.⁶</p> <p>Maximum Points: 8</p>
------------------	---

Indicators	Points	Evidence
2a. Attention to Conceptual Understanding: The materials support the intentional development of students’ conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.	0 1 2	
2b. Attention to Procedural Skill and Fluency: The materials provide intentional opportunities for students to develop procedural skills and fluencies, especially where called for in specific content standards or clusters.	0 1 2	
2c. Attention to Applications: The materials support the intentional development of students’ ability to utilize mathematical concepts and skills in engaging applications, especially where called for in specific content standards or clusters.	0 1 2	
2d. Balance: The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed.	0 1 2	

⁶ Refer also to Criterion #2 (pages 9-10) in the HS Mathematics Publisher’s Criteria.

RATING SHEET 2.1 TALLY

Earned: _____ of 8 points

- Meets expectations (7-8 points)
- Partially meets expectations (5-6 points)
- Does not meet expectations (<5 points)

▶ Rating Sheet 2.2: Practice-Content Connection

For "Practice-Content Connection" to attain a score of 'Meets Expectations,' materials must earn at least 7 points

Criterion	<p>Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.⁷</p> <p>Maximum Points: 8</p>
------------------	---

Indicators	Points
2e. The materials support the intentional development of overarching, mathematical practices (MPs 1 and 6), in connection to the high school content standards, as required by the mathematical practice standards.	0 1 2
2f. The materials support the intentional development of reasoning and explaining (MPs 2 and 3), in connection to the high school content standards, as required by the mathematical practice standards.	0 1 2
2g. The materials support the intentional development of modeling and using tools (MPs 4 and 5), in connection to the high school content standards, as required by the mathematical practice standards.	0 1 2
2h. The materials support the intentional development of seeing structure and generalizing (MPs 7 and 8), in connection to the high school content standards, as required by the mathematical practice standards.	0 1 2

RATING SHEET 2.2 TALLY

Earned: _____ of 8 points

- Meets expectations (7-8 points)
- Partially meets expectations (4-6 points)
- Does not meet expectations (<4 points)

⁷ Refer also to Criterion #5 (pages 12-13) in the HS Mathematics Publisher's Criteria. Not all items need to align to a Mathematical Practice. In addition, there is no requirement to have an equal balance among the Mathematical Practices in any set of materials or grade.

Gateway 2 Overall Rating:

Rigor and Mathematical Practices

Reviewers use data recorded in Rating Sheets 2.1 and 2.2 to determine the Gateway 2 overall rating.

Gateway 2	<p>The materials align with CCSS expectations for rigor and mathematical practices.</p> <p>Maximum Points: 16</p>
------------------	--

Indicators	Rating Score	Evidence
<p>2a-2d: The instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skills and fluency, and application.</p>	<p>Point Total from Rating Sheet(s):</p>	
<p>2e-2h: Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.</p>	<p>Point Total from Rating Sheet(s):</p>	

GATEWAY 2 FINAL SCORE

Earned: _____ of 16 points

- Meets expectations (14-16 points)
- Partially meets expectations (10-13 points)
- Does not meet expectations (<10 points)

REMINDER:

- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Gateway 3

Instructional Supports and Usability Indicators

Gateway 3 Rating Sheets include some Indicators that are rated and some that are not rated. In cases where Indicators are not rated, the evidence collected provides valuable information about instructional materials, although the indicator is not scored and does not affect the rating for the Criterion or Gateway.⁸

▶ Rating Sheet 3.1: Use and Design to Facilitate Student Learning

For “Use and design facilitate student learning” to attain a score of “Meets Expectations,” material must earn at least 7 points.

Criterion	Materials are well designed and take into account effective lesson structure and pacing. Maximum Points: 8
------------------	--

Indicators	Points	Evidence
3a. The underlying design of the materials distinguishes between problems and exercises. In essence, the difference is that in solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery. Each problem or exercise has a purpose.	0 1 2	
3b. Design of assignments is not haphazard: tasks are given in intentional sequences.	0 1 2	
3c. There is variety in how students are asked to present the mathematics.	0 1 2	
3d. Manipulatives, both virtual and physical, are faithful representations of the mathematical objects they represent and when appropriate are connected to written methods.	0 1 2	
3e. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.	Not Scored	

RATING SHEET 3.1 TALLY

Earned: _____ of 8 points

- Meets expectations (7-8 points)
- Partially meets expectations (5-6 points)
- Does not meet expectations (<5 points)

⁸ Gateway 3 Rating Sheets include some Indicators that are rated and some that are not rated. In cases where Indicators are not rated, the evidence collected provides valuable information about instructional materials, although the indicator is not scored and does not affect the rating for the Criterion or Gateway.

Rating Sheet 3.2: Teacher Planning and Learning for Success with CCSS

For “Teacher Planning and Learning for Success with CCSS” to attain a score of “Meets Expectations,” materials must earn at least 7 points.

Criterion	Materials support teacher learning and understanding of the Standards. Maximum Points: 8
------------------	--

Indicators	Points	Evidence
3f. Materials support teachers in planning and providing effective learning experiences by providing quality questions to help guide students’ mathematical development.	0 1 2	
3g. Materials contain a teacher’s edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	0 1 2	
3h. Materials contain a teacher’s edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts and the mathematical practices so that teachers can improve their own knowledge of the subject, as necessary.	0 1 2	
3i. Materials contain a teacher’s edition that explains the role of the specific mathematics standards in the context of the overall series.	0 1 2	
3j. Materials provide a list of lessons in the teacher’s edition, cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).	Not Scored	
3k. Materials contain strategies for informing students, parents, or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.	Not Scored	
3l. Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.	Not Scored	

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RATING SHEET 3.2 TALLY

Earned: _____ of 8 points

- Meets expectations (7-8 points)
- Partially meets expectations (5-6 points)
- Does not meet expectations (<5 points)

▶ Rating Sheet 3.3: Assessment

For "Assessment" to attain a score of "Meets Expectations," materials must earn at least 9 points.

Criterion	Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Maximum Points: 10
------------------	--

Indicators	Points	Evidence
3m. Materials provide strategies for gathering information about students' prior knowledge within and across grade levels/ courses.	0 1 2	
3n. Materials provide support for teachers to identify and address common student errors and misconceptions.	0 1 2	
3o. Materials provide support for ongoing review and practice, with feedback, for students in learning both concepts and skills.	0 1 2	
3p. Materials offer ongoing assessments:		
3pi. Assessments clearly denote which standards are being emphasized.	0 1 2	
3pii. Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	0 1 2	
3q. Materials encourage students to monitor their own progress.	Not Scored	

RATING SHEET 3.3 TALLY

Earned: _____ of 10 points

- Meets expectations (9-10 points)
- Partially meets expectations (6-8 points)
- Does not meet expectations (<6 points)

Rating Sheet 3.4: Differentiated Instruction

For "Differentiated Instruction" to attain a score of "Meets Expectations," materials must earn at least 9 points.

Criterion	<p>Materials support teachers in differentiating instruction for diverse learners within and across courses.</p> <p>Maximum Points: 10</p>
------------------	---

Indicators	Points	Evidence
3r. Materials provide teachers with strategies to help sequence or scaffold lessons so that the content is accessible to all learners.	0 1 2	
3s. Materials provide teachers with strategies for meeting the needs of a range of learners.	0 1 2	
3t. Materials embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations.	0 1 2	
3u. Materials provide support, accommodations, and modifications for English Language Learners and other special populations that will support their regular and active participation in learning mathematics (e.g., modifying vocabulary words within word problems).	0 1 2	
3v. Materials provide support for advanced students to investigate mathematics content at greater depth.	0 1 2	
3w. Materials provide a balanced portrayal of various demographic and personal characteristics.	Not Scored	
3x. Materials provide opportunities for teachers to use a variety of grouping strategies.	Not Scored	
3y. Materials encourage teachers to draw upon home language and culture to facilitate learning.	Not Scored	

RATING SHEET 3.4 TALLY

Earned: _____ of 10 points

- Meets expectations (9-10 points)
- Partially meets expectations (6-8 points)
- Does not meet expectations (<6 points)

Rating Sheet 3.5: Effective Technology Use

This section is not scored.

Criterion	Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms. Not Scored
------------------	---

Indicators	Points	Evidence
3z. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic mathematics software in ways that engage students in the Mathematical Practices.	Not Scored	
3aa. Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web- based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	Not Scored	
3ab. Materials include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology.	Not Scored	
3ac. Materials can be easily customized for individual learners.		
3aci. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	Not Scored	
3acii. Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.	Not Scored	
3ad. Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.).	Not Scored	

Gateway 3 Overall Rating:

Instructional Supports and Usability Indicators

Reviewers use data recorded in Rating Sheets 3.1-3.4 to determine the Gateway 3 overall rating.

Gateway 3	<p>Materials support student learning and engagement and support teacher learning and understanding of the Standards. Materials also offer supports to differentiate instruction for diverse learners and enrich instruction through technology.</p> <p>Maximum Points: 36</p>
------------------	---

Indicators	Rating Score	Evidence
<p>3a-3e: Materials are well designed and take into account effective lesson structure and pacing to facilitate student learning.</p>	<p>Point Total from Rating Sheet(s):</p>	
<p>3f-3l: Materials support teacher learning and understanding of the Standards.</p>	<p>Point Total from Rating Sheet(s):</p>	
<p>3m-3q: Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.</p>	<p>Point Total from Rating Sheet(s):</p>	
<p>3r-3y: Materials support teachers in differentiating instruction for diverse learners within and across grades.</p>	<p>Point Total from Rating Sheet(s):</p>	
<p>3z-3ad: Materials support effective use of technology to enhance student learning.</p>	<p>Not Scored</p>	

GATEWAY 3 FINAL SCORE

Earned: _____ of 36 points

- Meets expectations (30-36 points)
- Partially meets expectations (22-29 points)
- Does not meet expectations (<22 points)

Conducting High Quality Instructional Materials Reviews

Using the Tool and Toolkit:

Reference Materials to Support Quality Reviews

In addition to the EdReports.org Quality Instructional Materials Review Tool: High School Mathematics, reviewers have a toolkit with the following materials as references for reviews:

- [CCSS for Mathematics](#) (High School standards begin on page 57)
- [High School Publishers' Criteria for the Common Core State Standards for Mathematics \(Spring 2013\)](#)
- [High School Progression Documents](#)
- Standards for Mathematical Practices: Commentary and Illustrations for [High School](#)

Using the Tool and Evidence Guides

The Quality Instructional Materials Review Tool and the High School Evidence Guides work in tandem to provide educator reviewers with the criterion, indicators, and guidance to identify, collect, calibrate, and report on instructional material alignment to the standards for mathematical content, the standards for mathematical practice, and the usability of the instructional materials.

The Evidence Guides are organized by **Indicator** and identify:

- **The Guiding Question(s)** that frames evidence collection.
- The **Purpose of the Indicator** to contextualize the indicator within the criterion as well as how indicators work together to build a complete picture for the criterion.
- **Evidence Collection** to help reviewers find evidence, and when appropriate, provides examples and counterexamples of evidence for an indicator.
- **Questions to Guide Discussion/Discussion Prompts** to help reviewers prepare for their weekly meeting where they present their rationale and evidence for a given indicator.
- **The Scoring Criteria** that defines what must be present in the rationale and evidence to support each level of score for a given indicator.

Appendix A

Content from CCSSM Widely Applicable as Prerequisites for a Range of College Majors, Postsecondary Programs, and Careers⁹

Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability	Applying Key Takeaways from Grades 6-8
<p>N-RN, Real Numbers: Both clusters in this domain contain widely applicable prerequisites.</p> <p>N-Q, Quantities*: Every standard in this domain is a widely applicable prerequisite. Note, this domain is especially important in the high school content standards overall as a widely applicable prerequisite.</p>	<p>Every domain in this category contains widely applicable prerequisites.</p> <p>Note, the A-SSE domain is especially important in the high school content standards overall as a widely applicable prerequisite.</p>	<p>F-IF, Interpreting Functions: Every cluster in this domain contains widely applicable prerequisites.</p> <p>Additionally, standards F-BF.1 and F-LE.1 are relatively important within this category as widely applicable prerequisites.</p>	<p>The following standards and clusters are relatively important within this category as widely applicable prerequisites:</p> <p>G-CO.1 G-CO.9 G-CO.10 G-SRT.B G-SRT.C</p> <p>Note, this above standards in turn have learning prerequisites within the Geometry category, including:</p> <p>G-CO.A G-CO.B G-SRT.A</p>	<p>The following standards are relatively important within this category as widely applicable prerequisites:</p> <p>S-ID.2 S-ID.7 S-IC.1</p> <p>Note, the above standards in turn have learning prerequisites within 6-8.SP.</p>	<p>Solving problems at a level of sophistication appropriate to high school by:</p> <ul style="list-style-type: none"> Applying ratios and proportional relationships. Applying percentages and unit conversions, e.g., in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/ml, kg/m³, acre-feet, etc. Applying basic function concepts, e.g., by interpreting the features of a graph in the context of an applied problem Applying concepts and skills of basic statistics and probability (see 6-8.SP. Performing rational number arithmetic fluently.

⁹ Refer also to Table 1 (page 8) in the HS Mathematics Publisher's Criteria.



WHY MATERIALS MATTER

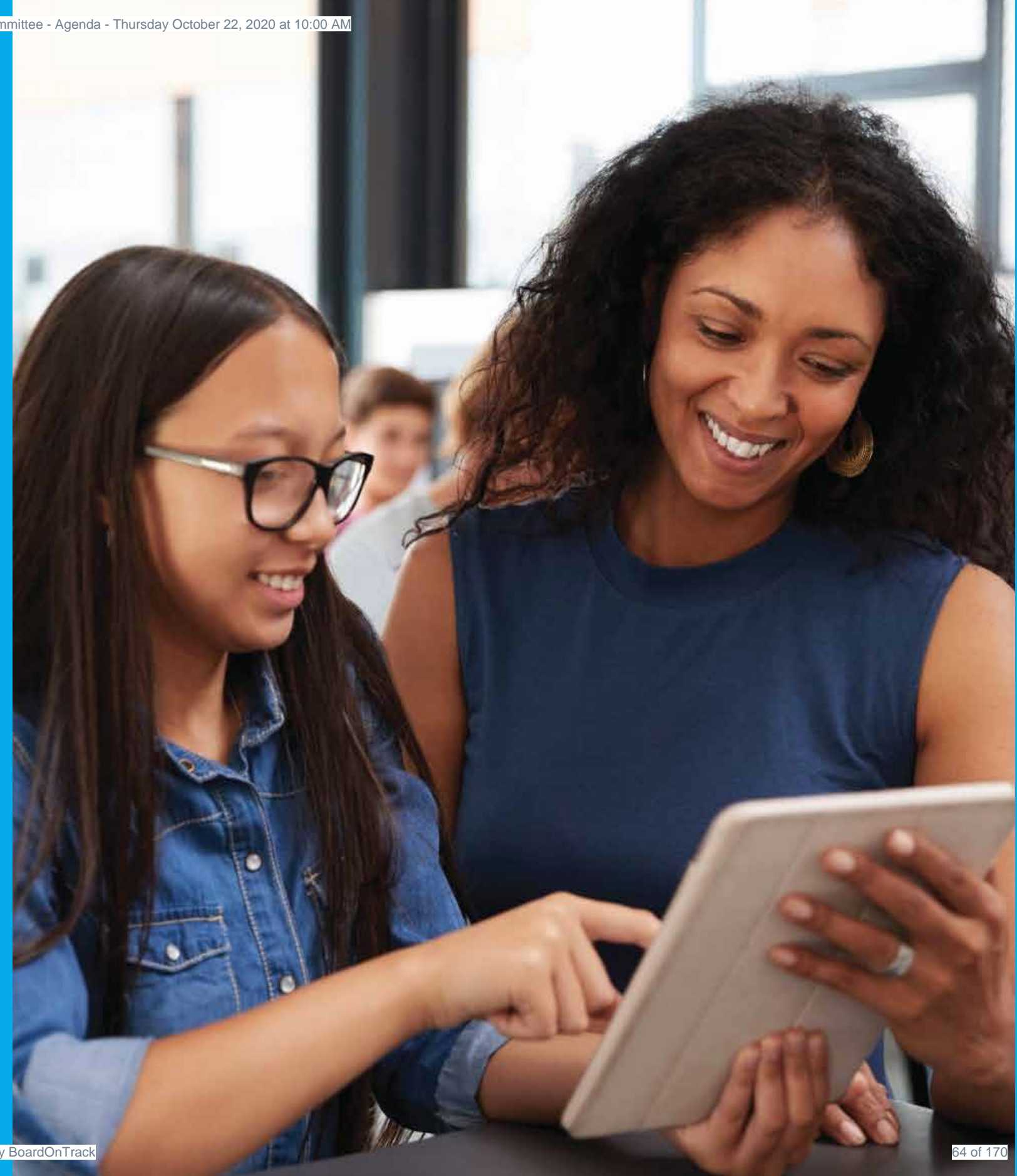
Through our work we know that

INSTRUCTIONAL MATERIALS MAKE A DIFFERENCE FOR KIDS. WHAT IS CHOSEN MATTERS.

Research shows that students learn primarily through their interactions with teachers and content.

THIS INSTRUCTIONAL CORE IS THE FOUNDATION

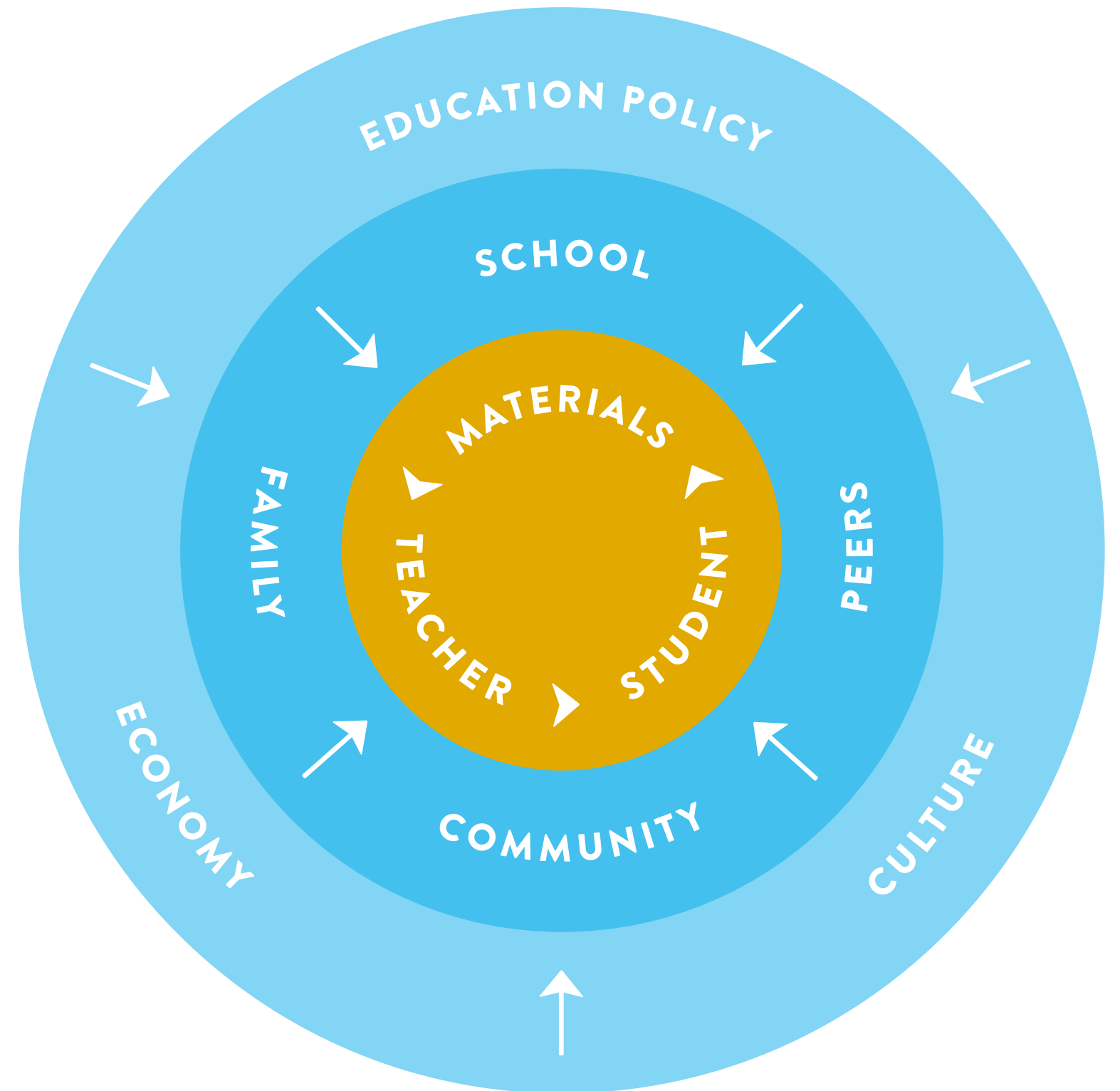
for ensuring all kids are college and career-ready and have the skills and knowledge they need to thrive in school and beyond.



“THAT INSTRUCTIONAL MATERIALS EXERCISE THEIR INFLUENCE ON LEARNING DIRECTLY AS WELL AS BY INFLUENCING TEACHERS’ INSTRUCTIONAL CHOICES AND BEHAVIOR, MAKES INSTRUCTIONAL MATERIALS ALL THE MORE IMPORTANT.”

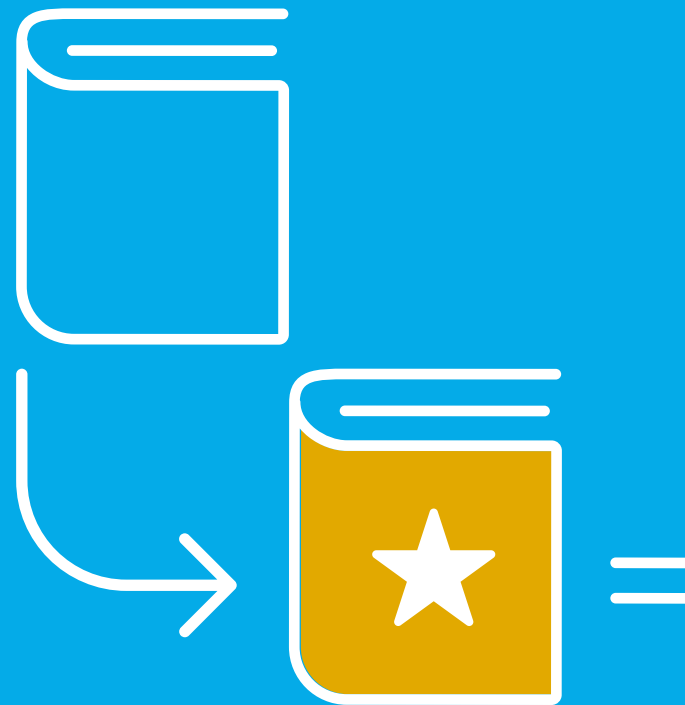
- Chingos and Whitehurst, 2012¹

¹Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Retrieved from Brown Center on Education Policy at Brookings: https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf



**INSTRUCTIONAL MATERIALS
HAVE A DIRECT IMPACT ON STUDENT
LEARNING OUTCOMES.**

**ONE STUDY SHOWED
USING A TOP RANKED
PROGRAM IN 4TH OR 5TH
GRADE MATH CAN
LEAD TO**



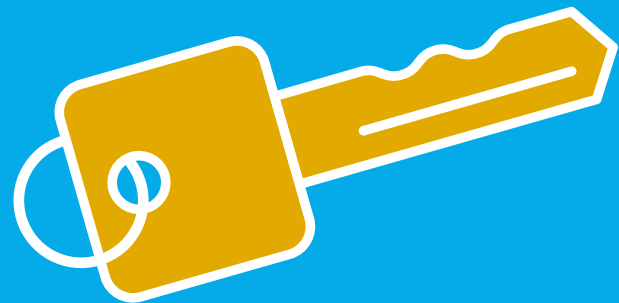
**STUDENT ACHIEVEMENT
GAINS OF 3.6 PERCENTILE
POINTS**

larger than the improvement of a typical teacher's effectiveness in their first three years on the job when they are learning to teach.²

²Kane, T., Owens, A., Marinell, W. Thal, D., Staiger, D. (2016). Teaching Higher: Educators' Perspectives on Common Core Implementation. Boston, MA: Harvard University Center for Education Policy Research. Retrieved from: <https://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>

INSTRUCTIONAL MATERIALS HAVE A DIRECT IMPACT ON STUDENT LEARNING OUTCOMES.

WHEN MIDDLE
SCHOOL TEACHERS
USE HIGH-QUALITY
INSTRUCTIONAL
MATERIALS



IT CAN SIGNIFICANTLY
IMPROVES STUDENT
LEARNING OUTCOMES.

A 2017 study shows that the effect on learning is the same as moving an average performing teacher to one at the 80th percentile.³

³Jackson, K., Makarin, A. (2016-2017). Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment. American Economic Journal: Economic Policy, Vol 10 (3), pages 226-254. Retrieved from: <https://www.nber.org/papers/w22398>

**HIGH-QUALITY MATERIALS
DON'T NECESSARILY COST
MORE, BUT OFTEN HAVE
BIGGER PAY OFFS.**

**“TEXTBOOKS ARE RELATIVELY
INEXPENSIVE AND TEND TO
BE SIMILARLY PRICED.**

The implication is that the marginal cost of choosing a more effective textbook over a less effective alternative is essentially zero.”⁴
(Polikoff and Koedel, 2017)

⁴Koedel, C., Polikoff, M. (2017). Big Bang for Just a Few Bucks: the Impact of Math Textbooks in California. Economic Studies at Brookings, Evidence Speaks Reports, Vol 2 (5). Retrieved from: https://www.brookings.edu/wp-content/uploads/2017/01/es_20170105_polikoff_evidence_speaks.pdf





IMPROVING
THE QUALITY OF
CURRICULUM IS

40x MORE
COST-EFFECTIVE

THAN CLASS-SIZE
REDUCTION.⁵

⁵Boser, U., Chingos, M., Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck? Washington, DC: Center for American Progress. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>

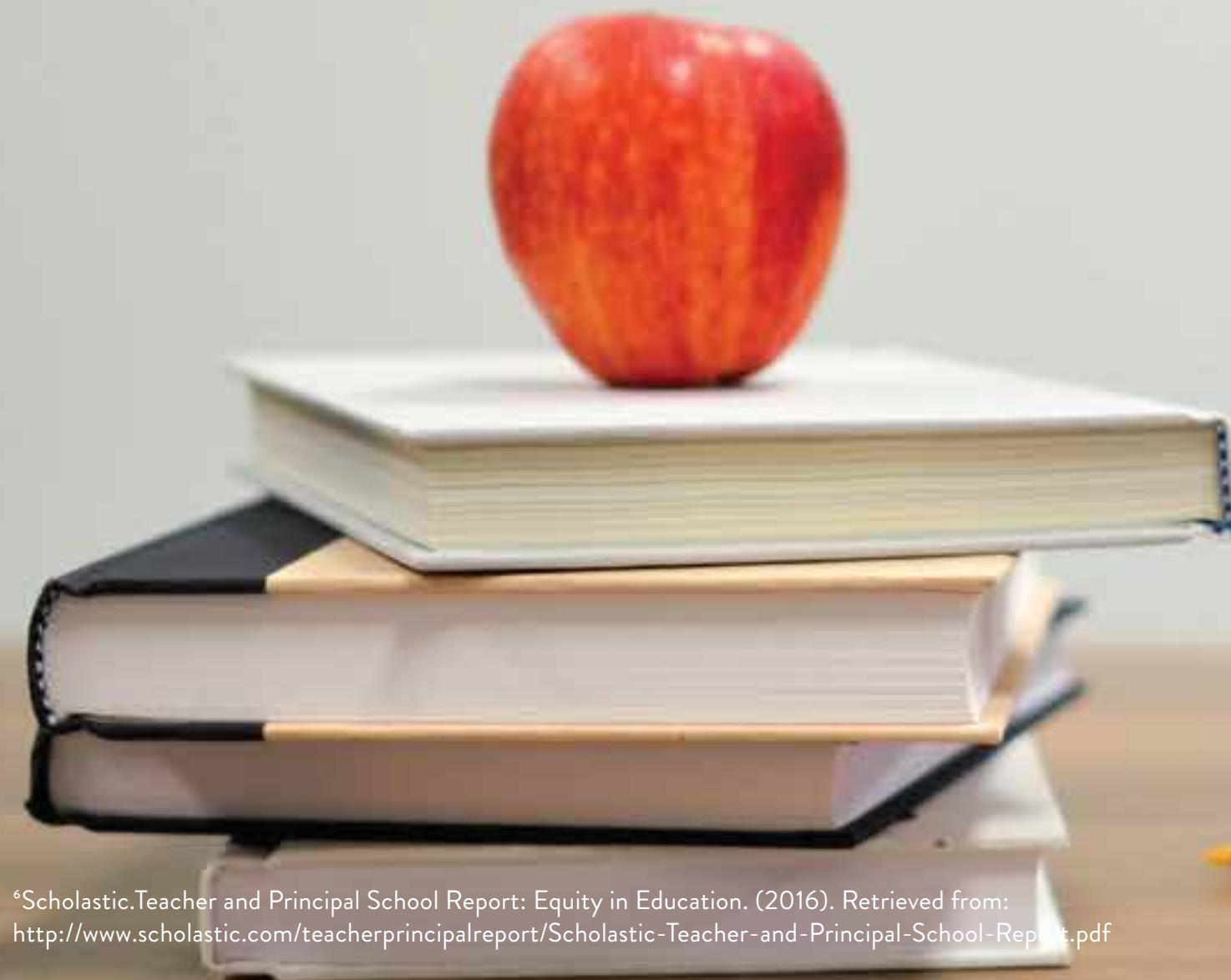
TEACHERS KNOW THAT MATERIALS MATTER, BUT DON'T ALWAYS HAVE ACCESS TO THE QUALITY CONTENT THAT THEIR STUDENTS DESERVE.

HIGH-QUALITY INSTRUCTIONAL MATERIALS

are cited as a top funding priority for teachers.

Top Five Funding Priorities Identified by Teachers

- **55% High-quality instructional materials and textbooks**
- 55% Additional staff
- 47% Digital resources
- 47% Higher salaries
- 46% Intervention programs



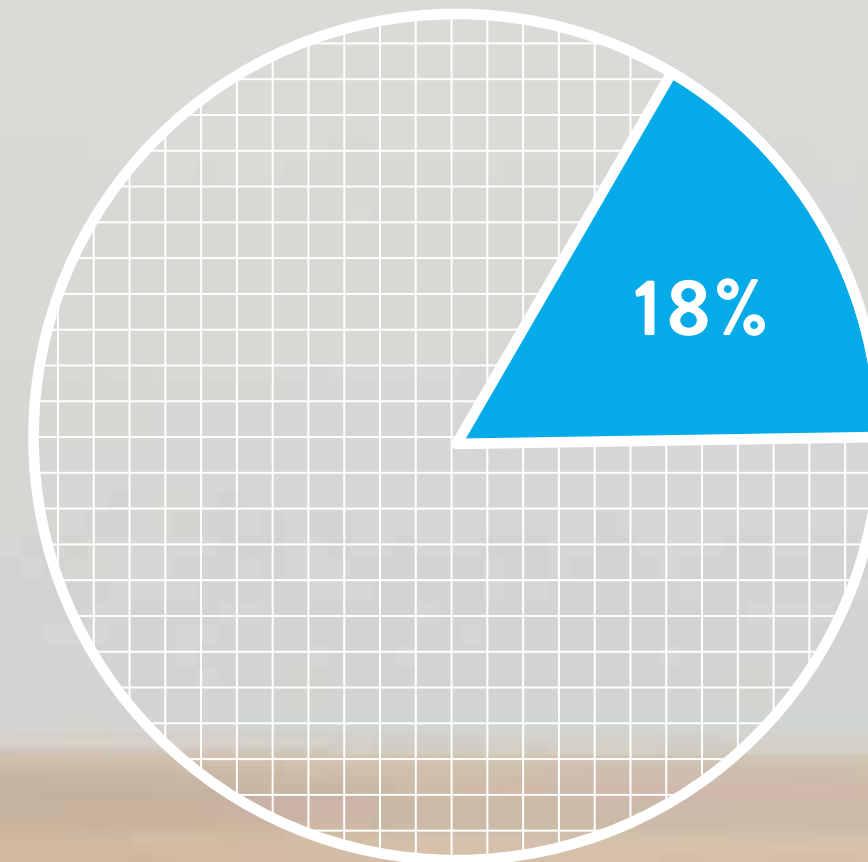
⁶Scholastic Teacher and Principal School Report: Equity in Education. (2016). Retrieved from: <http://www.scholastic.com/teacherprincipalreport/Scholastic-Teacher-and-Principal-School-Report.pdf>

TEACHERS KNOW THAT MATERIALS MATTER, BUT DON'T ALWAYS HAVE ACCESS TO THE QUALITY CONTENT THAT THEIR STUDENTS DESERVE.

AND YET...

ONLY 18% OF TEACHERS

believe that their district or school's instructional materials are aligned with the Common Core State Standards.



⁷Zubrzycki, J. "Teachers Say They Know More About the Common Core, But Challenges Linger" EdWeek (2016).

WHEN TEACHERS DON'T HAVE ACCESS TO GREAT MATERIALS THEY HUNT FOR THEM ONLINE—OFTEN LEADING TO INCONSISTENT QUALITY THAT IMPACTS LOW-INCOME STUDENTS OF COLOR THE MOST.



**TEACHERS SPEND
7-12 HOURS PER WEEK**

searching for and creating instructional resources (free and paid),⁸
drawing from a variety of sources, many of them unvetted.

⁸Goldberg, M. (2016). Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology. K-12 Market Advisors. Retrieved from: <https://mdreducation.com/reports/classroom-trends-teachers-buyers-instructional-materials-users-technology/>

WHEN TEACHERS DON'T HAVE ACCESS TO GREAT MATERIALS THEY HUNT FOR THEM ONLINE—OFTEN LEADING TO INCONSISTENT QUALITY THAT IMPACTS LOW-INCOME STUDENTS OF COLOR THE MOST.

A 2017 RAND analysis found that



96%
OF TEACHERS
use Google to find
lessons and materials.



Nearly **75%**
OF TEACHERS
use Pinterest to find
lessons and materials.⁹

⁹Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR1529-1.html

WHEN TEACHERS DON'T HAVE ACCESS TO GREAT MATERIALS THEY HUNT FOR THEM ONLINE—OFTEN LEADING TO INCONSISTENT QUALITY THAT IMPACTS LOW-INCOME, STUDENTS OF COLOR THE MOST.

Teachers working in schools that have a high proportion of students who receive free and reduced lunch are searching for materials online at higher rates.¹⁰

The assignments teachers select or create tend to be lower quality than what the district or state provided.¹¹

Percentage of assignments on grade-level:

34% ASSIGNMENTS PROVIDED BY DISTRICT OR STATE

20% TEACHER CREATED/SELECTED ASSIGNMENTS

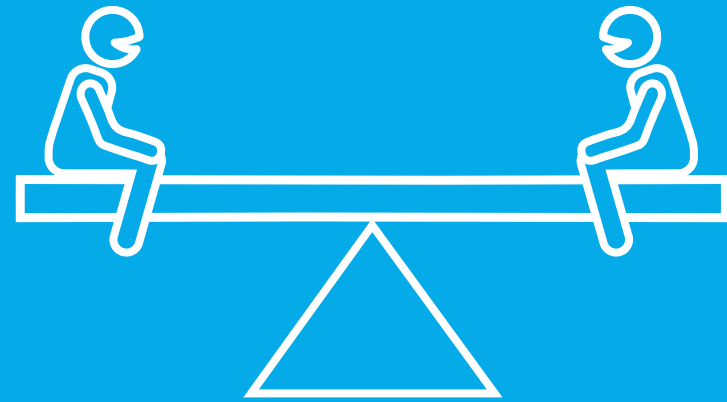
¹⁰Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR1529-1.html

¹¹TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>

INCONSISTENT ACCESS TO
HIGH-QUALITY CONTENT
IMPACTS STUDENT LEARNING
IN SCHOOLS ACROSS
THE COUNTRY.

IN A SINGLE SCHOOL YEAR,
THE AVERAGE STUDENT SPENDS
581 OF 720 AVAILABLE HOURS ON
ASSIGNMENTS
THAT ARE NOT HIGH-QUALITY.¹²

¹²TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>

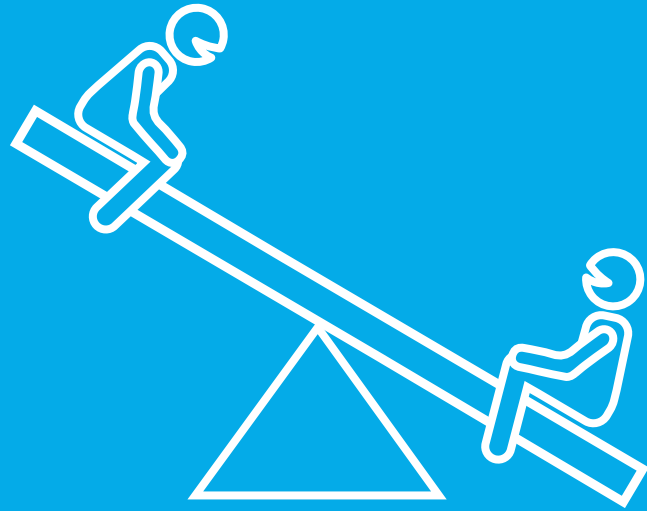


**THIS IS PARTICULARLY
SIGNIFICANT FOR STUDENTS
OF COLOR AND STUDENTS
LIVING IN POVERTY WHO
HAVE LESS ACCESS TO
HIGH-QUALITY
STANDARDS-ALIGNED
MATERIALS THAN
THEIR PEERS.**



THIS IS PARTICULARLY SIGNIFICANT FOR STUDENTS OF COLOR AND STUDENTS LIVING IN POVERTY WHO HAVE LESS ACCESS TO HIGH-QUALITY STANDARDS-ALIGNED MATERIALS THAN THEIR PEERS.

A 2015 STUDY FOUND LOW-INCOME STUDENTS ARE LESS LIKELY THAN HIGH-INCOME STUDENTS TO HAVE QUALITY CONTENT AND CURRICULUM IN THE CLASSROOM.



THIS IS PARTICULARLY SIGNIFICANT FOR STUDENTS OF COLOR AND STUDENTS LIVING IN POVERTY WHO HAVE LESS ACCESS TO HIGH-QUALITY STANDARDS-ALIGNED MATERIALS THAN THEIR PEERS.

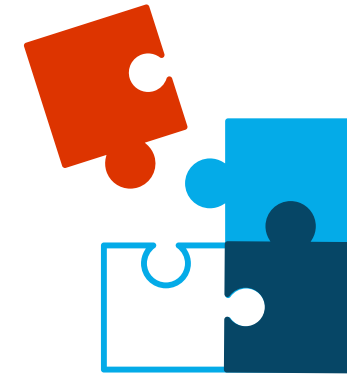
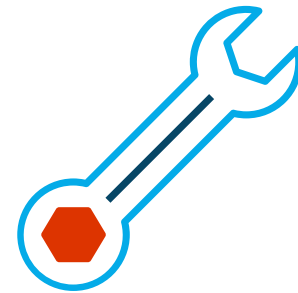
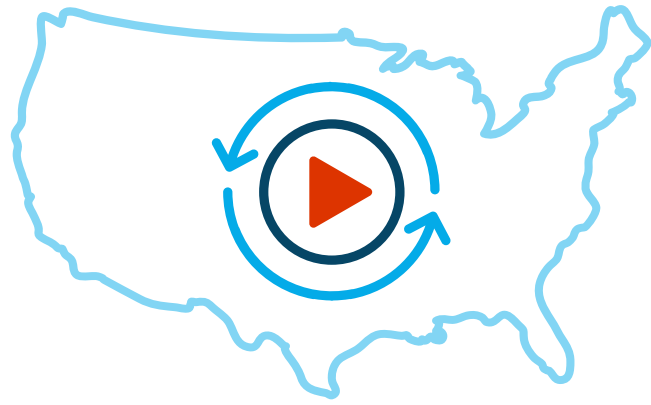
A 2015 STUDY FOUND LOW-INCOME STUDENTS ARE LESS LIKELY THAN HIGH-INCOME STUDENTS TO HAVE QUALITY CONTENT AND CURRICULUM IN THE CLASSROOM.¹³

AND STUDENTS OF COLOR AND THOSE FROM LOW-INCOME BACKGROUNDS WERE LESS LIKELY THAN WHITE AND HIGHER-INCOME STUDENTS TO BE IN CLASSROOMS WITH GRADE-APPROPRIATE ASSIGNMENTS.¹⁴

¹³Schmidt, W., Burroughs, N., Zoido, P., Houang, R. (2015). The Role of Schooling in Perpetuating Educational Inequality: An International Perspective. *Educational Researcher*, Vol 44 (7), page 371-386. Retrieved from: <https://journals.sagepub.com/doi/pdf/10.3102/0013189X15603982>

¹⁴TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>

AND THE CONSEQUENCES OF NOT HAVING HIGH-QUALITY MATERIALS DOESN'T END AT HIGH SCHOOL GRADUATION.



Nationwide, **40%** of **COLLEGE STUDENTS** (including 66 percent of Black college students and 53 percent of Latinx¹⁵ college students) take at least one remedial course¹⁶ learning skills they were told they'd already mastered in high school.

A recent study found that college remediation costs students and their families **\$1.5 BILLION ANNUALLY.**¹⁷

Graduates who opt for a career straight out of high school aren't faring much better, with many employers reporting high school graduates are **MISSING SKILLS** needed to do their jobs well.¹⁸

¹⁵TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#3> ¹⁶TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#4>
¹⁷TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#5> ¹⁸TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#3>

BUT WHEN TEACHERS HAVE ACCESS TO HIGH-QUALITY, ALIGNED INSTRUCTIONAL MATERIALS, IT MAKES A DIFFERENCE IN THEIR CLASSROOM PRACTICE AND THE INSTRUCTION STUDENTS RECEIVE.

A 2018 study illustrated that teachers using aligned materials engaged students in mathematical practices at a **SIGNIFICANTLY HIGHER RATE** than teachers who did not have access to aligned curriculum.¹⁹

¹⁹Opfer, V., Kaufman, J., Bongard, M, Pane, J. (2018). Changes in What Teachers Know and Do in the Common Core Era, American Teacher Panel Findings from 2015 to 2017. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR2658.html



...WHEN TEACHERS HAVE ACCESS TO HIGH-QUALITY, ALIGNED INSTRUCTIONAL MATERIALS, IT MAKES A DIFFERENCE IN THEIR CLASSROOM PRACTICE AND THE INSTRUCTION STUDENTS RECEIVE.

“When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially.”²⁰



²⁰TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>



EdReports' mission is to increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Explore hundreds of free reports and learn more about why materials matter for students and their futures.



Springboard Traditional College Board | High School

Home / Reports Center / Math / High School / Springboard Traditional

Alignment: Overall Summary

The instructional materials reviewed for the Springboard Traditional series do not meet expectations for alignment to the CCSSM for high school. The materials do not meet the expectations for focus and coherence as they partially meet the expectations in the following areas: attending to the full intent of the mathematical content contained in the high school standards for all students, allowing students to fully learn each standard, requiring students to engage at a level of sophistication appropriate to high school, making meaningful connections in a single course and throughout the series, and identifying and building on knowledge from Grades 6-8 to the High School Standards. Since the materials did not meet the expectations for focus and coherence, evidence for rigor and the mathematical practices in Gateway 2 was not collected.



Adapted from: <https://www.edreports.org/reports/detail/springboard-traditional-2015-hs>

Updates from Math/Science/Visual & Performing Arts Team

Team Commitments

The **US Art Department** is committed to supporting student mastery of Math standards by incorporating geometry skills in Unit 1 instruction.

The **MS Encore Department** is committed to supporting student mastery of Math standards by incorporating any and all math skills taught in their respective grade level skills in Unit 1 instruction.

The **US Science Department** will intentionally incorporate mathematical reasoning and application opportunities, pointing out to students when math skills are being addressed and focusing on measurements and mathematical contexts in science.

The **MS Science Department** is committed to supporting student mastery of Math standards by incorporating problem-based/content application of MEASUREMENT skill/math strand in Unit 1 instruction.

The **US Math Department** is committed to supporting student mastery of Math standards by incorporating Fractions skills in Unit 1 instruction.

The **MS Math Department** is committed to supporting student mastery of Math standards by incorporating prior grade level skills in Unit 1 instruction. Specifically, creating tiered/differentiated assignments on IXL to create some choice for our students. We will look at prior years standards to allow students to access the material from wherever level they currently are at. E.g. 5th splits it into need support, getting it, and ready to rock.

NEXT STEPS

- Content Team Meetings:** YAAG and Unit Plan review coupled with coherence mapping
targeted and just in time interventions are intentionally planned for
- Ongoing Data Conversations:** Triangulate class, PowerSchool, IXL, ANet, IAB, and SBAC data
- IXL:** Support students in maintaining up-to-date diagnostic levels as well as assigning skills that are aligned to current standards
- Skill Building:** reading, writing, speaking, critical thinking
- Synchronous Lessons:** focus on high-quality tasks for grade-level mastery
- Asynchronous Lessons:** focus on interventions and pre-requisite skills that accelerate student learning

After hours of testimony, state board adopts history guidelines

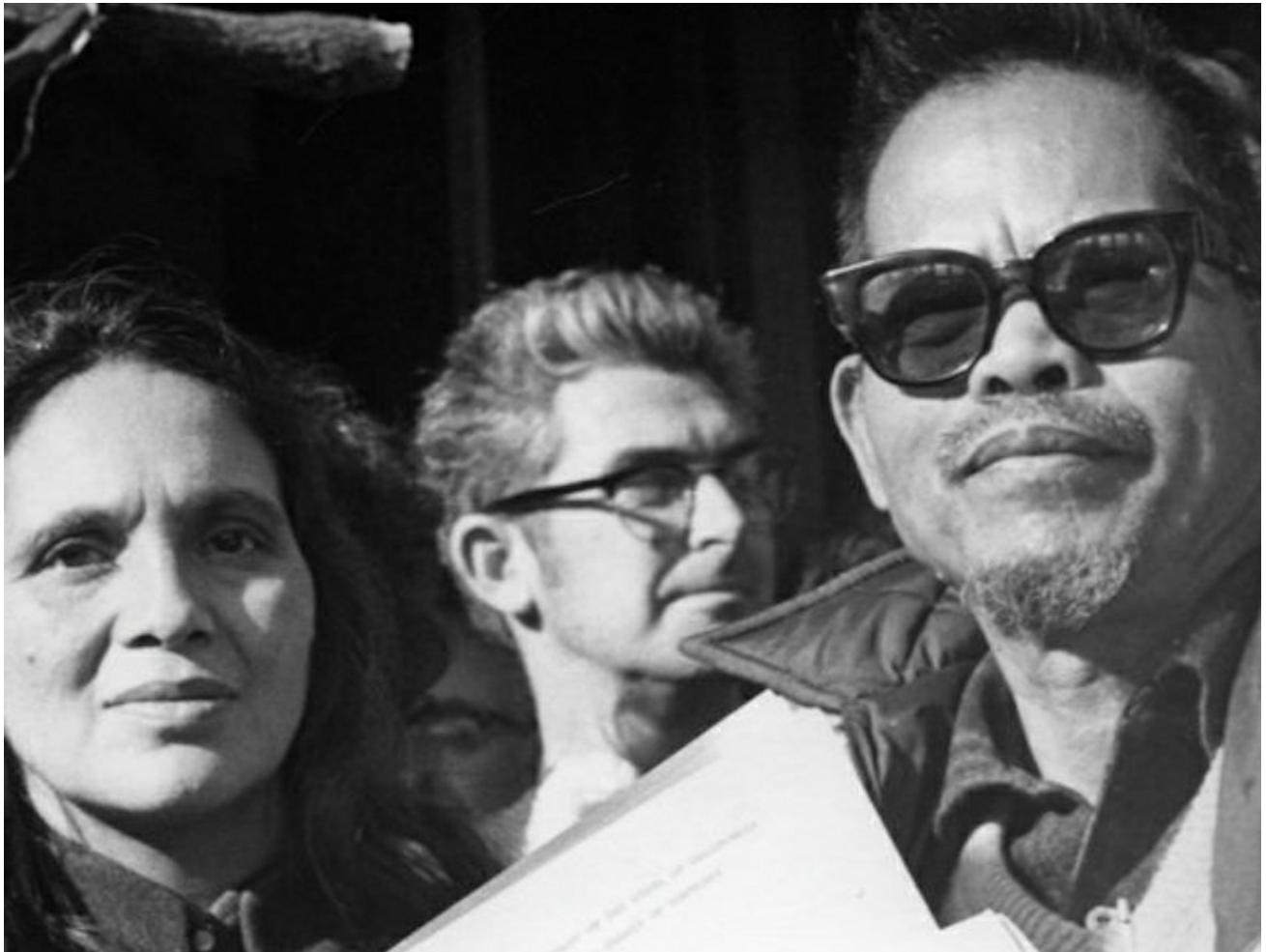
edsource.org/2016/after-hours-of-testimony-state-board-adopts-history-guidelines-history-and-social-studies-framework/567055

State Education Policy

July 14, 2016

John Fensterwald

The new history and social science framework will include a section on Filipino-American labor leaders like Larry Itliong, right, who organized the first farmworkers strike in California, in 1965. He's shown with farmworkers organizer Dolores Huerta in the 1970s.



The new history and social science framework will include a section on Filipino-American labor leaders like Larry Itliong, right, who organized the first farmworkers strike in California, in 1965. He's shown with farmworkers organizer Dolores Huerta in the 1970s.

After listening to five hours of charged disagreements by Hindus, Muslims and others on how their religions and culture should be depicted in California classrooms, the State Board of Education adopted new social science guidelines Thursday that will stress teaching critical thinking and objective inquiry so that students can determine historical truths for themselves.

“We are not the arbiter of historical debate,” State Deputy Superintendent of Public Instruction Tom Adams, who oversaw the process of approving the guidelines, told the state board. “We will turn it over to students to make their own judgment.”

Seven years in the making and hundreds of pages in length, the new History-Social Science Framework was suspended in 2009 during the economic recession and revived two years ago. The framework is not a curriculum or a textbook; it’s an instruction guide for teachers on the state’s K-12 history and social science standards.

The standards haven’t been updated since 1996 but the new framework will serve as a historical update and the basis for publishers to rewrite K-8 textbooks, which they will start submitting for approval next year. High schools choose their own materials.

The standards lay out topics and events that students should learn and when they should learn them, such as California history in grade 4; U.S. history in grades 5, 8 and 11; world history in grades 6, 7 and 10; and civics/democracy in grade 12. The Legislature has weighed in too, mandating in the past several years the instruction of financial literacy, Filipino-American contributions to the labor movement and World War II, the Armenian Genocide, President Barack Obama, and voter education. The FAIR Education Act requires the inclusion of lesbian, gay and transgender history and key figures.

Teachers and historians wrote the framework, incorporating the Legislature’s instructions. The state’s Instructional Quality Commission, led by Chair Lauryn Wild and former state Superintendent Bill Honig, the vice chair, organized the process, reviewed and revised the document and held extensive public hearings.

The framework stresses the importance of incorporating diverse historical perspectives of Hispanics, Native Americans and other ethnic groups. And the work of the commission may not be done. If Assembly Bill 2016, by Assemblyman Luis Alejo, D-Salinas, passes, the commission would be charged with creating a model curriculum for a high school ethnic studies course.

Immigrant groups, particularly from India, have been especially vigilant – and vocal – about references in the framework to their homelands and religions. Some Hindu groups

opposed any reference to the caste system, while other Hindus expressed anger over a lobbying effort to whitewash caste persecution. The frameworks will keep the reference.

Muslims criticized a reference to forced conversion by Islamic rulers on the Indian subcontinent centuries ago. There were a record 10,000 emails, 1,000 suggested revisions and hundreds of speakers on these and other issues at hearings. Adams said that every comment was registered and responded to. Language was massaged and revisions were made, Adams said, to strike the balance of sensitivity and accuracy.

Well-organized Hindu-American groups pressed legislators to support their cause. Lt. Gov. Gavin Newsom, a likely gubernatorial candidate, backed their cause in a letter to the state board. "I strongly encourage you to consider the perspective of young Indian-American and Hindu-American students" and whether the proposed framework accurately portrays their history, he wrote. "If you agree that it does not, I hope you will consider making the appropriate modification."

A caravan of speakers lobbied one last time in one-minute comments on Thursday. Middle school Hindu students said that false references to their religion would lead to bullying. They said they felt demeaned by a section on Hinduism in a textbook accompanied by a photo of women picking through a mountain of trash.

Speakers carried signs reading, "Stop Islamophobia" and "Stop Hinduphobia." Elderly Japanese denied that South Korean women were forced to become prostitutes during World War II.

Honig and Adams said the references to Korean comfort women would remain, but they agreed to tweak the language referring to Muslim conversion. The framework includes "positive facts about each religion, but we did not want to neglect negative facts" like the caste system – just as the framework includes sections on slavery in America and serfs in Russia.

State board member Patricia Rucker, the board's liaison to the Instructional Quality Commission, thanked speakers for expressing their "pain and concerns" and praised Adams and other drafters for taking their views seriously. The new framework is "remarkable and unique" and will lead to a better curriculum and textbooks, she said.

The framework includes an appendix on civic education and service learning that includes examples of projects and activities that will encourage students to become active in community issues and problems. Adams and Honig said this focus represents a far different approach than the rote teaching of democracy that typified many civics classes in the past.

SELECTING INSTRUCTIONAL MATERIALS: BRIEF 2 — SUPPLEMENTATION

Why and How Teachers Choose to Supplement Adopted Materials ▴

by Stacy Marple, Dan Bugler, Min Chen-Gaddini, Elizabeth Burr,
and Neal Finkelstein

This brief reports on focus-group participants' comments regarding what drives teachers to supplement their school- or district-adopted instructional materials, where they look to find supplemental materials, and how they choose those materials. (See Appendix 1 for details on the sample and methods of the study that contributed to the findings reported in this brief.)

I don't think that there is a magic wand that's going to create one package for all children. You have to be innovative. You've got to be creative . . . and there has to be a lot of things that teachers have to go through and try out [to] see if it works. And you [may] do it the next year and it doesn't work at all.

— Teacher, New Orleans Area¹

None of the teachers who participated in the focus groups said that they used their school's adopted materials or curricular program with complete fidelity, even when using materials that they described as being high-quality and standards-aligned. Teachers indicated that they crave materials that better serve the range of students in their classrooms and that enliven learning. Indeed, teachers in more than one of the focus groups described themselves as materials “hunter-gatherers.” Yet all participants expressed frustration at the amount of time they spent looking for resources that they need in order to support their students' learning and success on standardized tests. Teachers resisted quantifying precisely how much time they spent searching for resources; typical responses to this question included “too much” and “you don't really want to know.” Teachers in the focus groups consistently described the inadequacy of provided texts and

¹ Teachers' statements throughout this brief are not necessarily representative of their school, district, or state.

Background

With funding from the William and Flora Hewlett Foundation, WestEd is studying how teachers make decisions about which instructional materials to use in their classrooms. WestEd's work is designed to support a portfolio of Hewlett-funded grantees working to improve the quality and consistency of instructional materials in classrooms across the United States. In 2016, WestEd researchers conducted focus groups with teachers in six cities to develop a baseline understanding of how they obtain, judge the quality of, and select instructional materials. Specifically, WestEd researchers explored three areas of interest: (1) teachers' judgments of what constitutes quality materials, (2) why and how teachers choose to supplement the adopted materials, and (3) teachers' descriptions of processes for adopting instructional materials in their districts and schools. This brief focuses on the second area of interest: teachers' supplementing school- and district-adopted instructional materials. All three briefs are available online at <http://WestEd.org/bookstore>.

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the need to augment them since recent shifts to new standards.

Supplementation, as described in these focus groups, was prevalent and was not opposed by administrators. Many schools supported teachers' creative use of materials in their classrooms. Even for schools using pacing guides, numerous focus-group teachers described different ways to show an administrator how supplemental materials were both standards-aligned and supportive of classroom needs. In addition, many noted that, as long as their students met the required levels on standardized tests, they had pretty free rein to teach as they saw fit.

The majority of the teachers' comments about supplementation fell into one of two categories: (1) describing the sources that they use to gather supplemental materials, or to get guidance for creating supplemental materials, and (2) explaining their reasons for seeking out materials to supplement the adopted texts.

Sources for Supplementation

The rapid expansion of publishing platforms on the internet has led to an explosion of sources for instructional materials. The range of these sources is enormous, from comprehensive materials developed by education professionals (such as EngageNY), and materials developed by start-up educational companies (such as Khan Academy and Desmos) and blogs, to inventories of teacher-produced materials (such as Teachers Pay Teachers and Pinterest boards).

Focus-group teachers were asked how they located instructional materials, how they decided among sources, and which sources they used most frequently. A list of specific sources that participants cited is provided in Appendix 2. Although this list is extensive, it is not comprehensive; participants

were not expected to mention every source that they had used.² However, a few sources were mentioned in every focus group. This section describes those sources and how teachers used them.

You've got to keep going back and figuring it out to say, "I taught it this way last year. [The students] didn't get it. I taught it this way this year. They still didn't get it." So now you have to come back and say, "Okay, what other resource do I have?" You have to start utilizing your peers. . . . "Hey, what does your school use? What do you do for this?"

— Teacher, New Orleans Area

With a few exceptions, the majority of teachers said that they worked collaboratively with a peer or with other teachers in a grade band to supplement the adopted texts. These collaborations took many forms, from developing similar lesson plans to sharing accounts for subscription websites and collaborating on Pinterest pages filled with lesson ideas and comments. Teachers in every focus group also mentioned seeking the advice of senior colleagues because those colleagues had accumulated considerably more resources, over the years, than younger teachers had. Some focus-group teachers mentioned utilizing district-developed websites for help in finding supplementary materials.

Google

Most teachers began their hunts for materials with a Google search. What they typed into the search box varied, depending on the particular needs of their students. For example, teachers explained that they might type in a standard, a particular skill, or a theme. One teacher said, "Common Core is amazing because everybody in the country

² In the focus groups, teachers were observed taking notes on one another's methods and favorite sites, suggesting that teachers do not pass up opportunities to expand their resources.

is doing the same thing at the same time. And so all these amazing resources are out there.” The research team was interested in how teachers choose from among the many search results that they would receive. After topic relevance, their next most important criteria were ease of access, time, and cost. One teacher explained:

I just type in “free printable fractions for fifth graders.” . . . Of course, they all pop up. Today I went through, and the first one, I had to sign in. I had to get a membership. So the second one . . . it was a lot of just [verbiage] about it. I didn’t have time for that. And then the third one . . . was just like fifth grade math: fractions, multiplication, division, word problems . . . and it had the answer key with it, so I could just print off the calculations, answer key, and then they were leveled by difficulty. . . . So for me it’s just the simpler, the faster, the easier.

— Teacher, Raleigh Area

The process that this teacher describes for making selections from search results was echoed throughout the focus groups. This teacher was driven by responsive instruction (her students had shown weakness with fractions on a formative assessment) and was looking for something that would be easy to access (without signing in or reading too much), printable, and differentiated.

More teachers described searching for entire lessons — utilizing well-known educational resources, such as [PBS.org](https://www.pbs.org), or based around a theme or chapter book — rather than looking just for an extra piece to complement a lesson that they already had a sense of, or to augment students’ experience with a concept that the students had already been taught.

With regard to cost of materials, some teachers described having pooled money for a website login to share, or for a resource that appeared to be worthwhile but was expensive.

Pinterest

All of the teachers in the focus groups were familiar with Pinterest, and nearly all (about 95%) said that they use it to organize their online curricular resources or to get ideas. For example, one teacher described her grade-level team sharing a Pinterest page where team members collected different lessons throughout the year and then left comments on implementation for one another. Other teachers talked about “following” colleagues on Pinterest who consistently posted instructional materials that worked in their classrooms, and about eagerly awaiting new “pins.” Teachers often reported that Pinterest served as an intermediary between a web search and the publisher of the curricular resource.

Teachers Pay Teachers

All teachers who participated in the focus groups were familiar with the Teachers Pay Teachers website and had accessed some resources from the site. As with Pinterest, teachers reported “following” other teachers on the site who had been successful with lessons in their own classrooms. Teachers indicated that one of the main aspects that makes Teachers Pay Teachers appealing is that its materials are created by teachers. However, this characteristic was not the only incentive for teachers to use the site. As with all of the other web resources cited, teachers asserted that no single criterion guaranteed the website’s usefulness for their classrooms. With regard to Teachers Pay Teachers, many focus-group teachers echoed the following description from one teacher:

What draws me to [Teachers Pay Teachers] is not only that it’s made by teachers, but they give us that evidence and that reflection on when and how they’ve used it. How it’s worked. And then you can see everyone’s [comments] who has chosen to partake in it. All their comments. All their adjustments. All their questions. Most of the time you can

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preview the products before you even purchase. And so I like that, because that way you can [make] a better-informed decision.

— Teacher, Raleigh Area

Much of the draw of sites such as Teachers Pay Teachers is the “hive mind” that they cultivate. Teachers in the focus groups reported that reading about successful uses of, and subtle alterations to, materials was beneficial. One teacher described primarily looking for materials that included a video of the lesson, so that she could see the teaching as well as the student responses.

And so, when the district decided to get rid of Addison-Wesley, I went around to every teacher and I said, “Don’t throw the bag away.” Um, that’s 20 years ago. I’m still carrying Addison-Wesley counters, protractors, algebra tiles.

— Teacher, New Orleans Area

Although the internet and the advent of the Common Core State Standards (CCSS) have provided teachers with unprecedented access to instructional materials, the tailoring of lessons to classes and students is, as many teachers noted, part of the art of teaching. Veteran teachers talked about having 20 years’ worth of curricular materials in their classrooms. In one focus group, teachers showed photos of storage spaces, garages, and closets filled to the brim with instructional materials. One teacher explained that, because she had only taught for five years, she relied heavily on the cabinets of materials from colleagues in her school. Other teachers in the focus groups talked about keeping a few books that were on a discard list. Teachers held on to older, admittedly outdated materials (thus the filled storage spaces and garages) for a variety of reasons. For example, they pointed to the challenge of getting up to speed on a set of new materials — that it could take two to three years for them to really understand how to

successfully use a text. Once they understood the strengths of a set of texts, they wanted to be able to draw on those strengths. Oftentimes a feature of a particular textbook would stand out, making the textbook worth keeping, even if teachers found it insufficient for supporting student learning without supplementation.

In discussing the specific sources that they used and how they assessed the quality of those sources (for more information on this topic, see another brief in this series: *How Teachers Judge the Quality of Instructional Materials*), focus-group teachers also explained that supplementation was a highly collaborative activity. These collaborations happened locally, often in classrooms after school, and also online, such as in the comments sections of websites. Interestingly, in spite of how much time and effort teachers evidently put into finding supplementary materials, not a single-focus group participant discussed any professional development oriented toward building their facility in this area or supporting teachers’ time to engage in searching for materials.

Reasons for Supplementing

In all of the focus groups, at least one teacher described needing to fill in perceived gaps in school- or district-adopted instructional materials. One teacher described a mathematics text as being so inadequate that “it was almost easier to just start from the ground up.” Teachers explained that the adopted materials often either lacked necessary components or assumed knowledge that their students did not have.

This latter problem was made evident by the switch to the CCSS. Teachers explained that, for many classes, the curriculum had changed to align with the CCSS, and it often takes at least two years for students to adjust to a new curriculum. For example, some schools typically introduce

fractions in grade 4, whereas the CCSS assume that students learn fractions in grade 3. This misalignment forced teachers to augment the grade 4 mathematics lessons with grade 3 work in the first year of CCSS implementation. Teachers in one focus group described challenges with a particular curriculum, saying it was not a “transitioning curriculum” because it did not help students adjust to the difference from the ways that mathematics had been taught and sequenced in the standards system prior to the CCSS.

Across all focus groups and in equal proportions, three main issues dominated teachers’ discussions about supplementing the adopted materials:

- » Students’ achievement of the standards and success on assessments was not supported by the adopted materials;
- » There was insufficient differentiation in the adopted materials; and/or
- » The adopted materials were not engaging for students or teachers.

In addition to these themes, other notable reasons for supplementation included needs for hands-on, manipulative-based lessons; low production quality of the adopted texts; perception that the materials were not easy to use; and needs for texts that were referenced in textbook lessons but that were not supplied by the school or district.

Standards and assessments

Across all focus groups, teachers oriented their teaching, and thus their selection of materials, toward the standards and assessments to which they and their students would be held accountable. They discussed at least some aspects of backward planning, which involves starting with a standards- or assessment-based objective. Teachers spoke about district benchmark or interim tests that were oriented toward a particular skill or standard. In

some contexts, teachers had access to sample or prior-year test questions, and they would use those questions to pinpoint where their students needed further instruction. Then they would begin looking for other materials to support student success with that skill or standard.

All of the focus-group teachers said that they considered the shift from prior standards to the CCSS or other new state standards to be a large shift that necessitated reworking lessons and instructional materials. They also expressed frustration with texts that purported to be aligned to the CCSS but, in the teachers’ judgments, were not. Lastly, teachers reported that they learn the standards as best they can and construct lessons accordingly. However, veteran teachers said that they are wary of spending too much effort with any one set of standards (or curriculum or text) because, as many expressed, by the time they feel that they understand it, the context or expectations have changed.

Differentiation

Because children do not all gain knowledge in the same ways, and because classrooms contain students with many differing competencies and challenges that impact their relationships with school subjects, most major textbook companies produce their own supplemental and/or complementary materials. Teachers in the focus groups explained that they typically had access to full suites of textbook companies’ materials during piloting and adoption processes, and that they based their judgments of the materials on this exposure to the full suite, which included supplemental materials. However, districts rarely purchase these supplemental materials, or only purchase them in the first year of adoption of the textbooks that the materials supplement. As one teacher explained, “It’s like they [textbook companies and districts] focus a lot of the planning and stuff, they home in on the [students] that are in the middle . . . and it’s up to the teacher to . . . differentiate.” The students

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“in the middle” — students who are on grade level — make up only a portion of a teacher’s classroom. Thus, teachers are left to find their own resources to support differentiated instruction for students who are not “in the middle.”

Working to meet the needs of both lower- and higher-achieving students was found to be the primary reason for differentiation. Most of the focus-group discussions about differentiation were oriented toward the needs of below-grade-level students. In districts that had shifted to materials that were CCSS-aligned (or that purported to be CCSS-aligned), the primary issue that teachers identified was students’ need for more practice with the subject basics. In mathematics, teachers were creating worksheets for additional practice problems. For English language arts (ELA), they sought to supplement grammar and spelling support and practice for students. Interestingly, although above-grade-level students’ needs were frequently mentioned, little detail was offered on what those needs were, though teachers in three focus groups discussed directing students to adaptive online resources where the students could work at any level.

Focus-group teachers also discussed looking for supplemental materials to support students who were receiving special education services, to meet alternative learning styles (e.g., auditory, visual, kinesthetic), as well as to provide materials in other languages. Teachers described using Bing or Google Translate to help English learner students understand mathematics problems. However, these online translators are not always accurate.

Student and teacher engagement

When explaining their opinions of what makes materials high-quality, all focus-group teachers indicated that the materials’ ability to engage students was the single most important element of quality. Therefore, it is not surprising that teachers reported that one of the primary reasons that they

seek out supplemental materials is to bolster student engagement. One teacher in the Tampa area described backwards planning from the standards and then asking, “Is this something that’s going to hook [students] and hold their interest? If it’s not, even if it teaches the standards, it’s not worth implementing.” This perspective is important, given teachers’ intentions to find materials that are aligned with assessments and standards. Although every teacher in the focus groups was familiar with and had accessed the EngageNY materials — the most widely accessible, CCSS-aligned, free materials — most teachers in our focus group reported that they did not find the EngageNY materials to be sufficiently engaging for students.

For mathematics, teachers looked for engaging games and manipulatives. Mathematics teachers also complained about word problems that introduced a distracting element, such as a topic with which their students had little or no familiarity (such as snow, for students in Florida) and which, therefore, derailed lessons.

Similarly, ELA teachers looked for tasks, questions, and texts that they considered to be authentic. Many lamented what they perceived as a move away from chapter books, and few utilized the story collections with which they were provided:

I find that even with a quality curriculum . . . I have to do a lot of work to bring them into it, and that the materials themselves don’t do that. So, in a way, I’m rewriting the curriculum a lot of the times, and especially I teach kids who don’t want to do school, and so my kids need a lot of that kind of work done, where I can get them to figure out what is going to be the hook to get them into what we’re reading. That’s missing in a lot of materials.

— Teacher, Seattle Area

Teachers in the focus groups asserted that they work hard to find reading materials and ways of engaging with reading to keep their students motivated and interested. One teacher described reworking how students are asked to respond to a text, asking students to write an “analog tweet” in which they write their reflections on the text on small pieces of paper, with a little bird on one corner of the paper, and use hashtags as summaries. Teachers also described eavesdropping on students’ conversations for topics that the teachers can connect to the instructional materials at hand, and searching online for games that connect to reading comprehension for the texts that they are given.

Summary

Teachers in these focus groups described the process of supplementing materials as being standards- and assessment-driven and, in particular, as being highly responsive to formative assessment of their students. Furthermore, the process of supplementation that they described is highly collaborative, and this collaboration can be locally organized and/or supported by the internet. Teachers noted the particular challenge that first-year teachers face in this regard, as first-year teachers have not acquired extensive collections of materials, which teachers see as a critical component to creating successful lessons.

Really, to be honest, you should be modifying pretty much everything that’s put in front of you, because it’s not made with your students in mind, with you, the teacher, in mind.

— Teacher, Seattle Area

Focus-group discussions on supplementation revealed a number of tensions that teachers face as professionals. Teachers may know that they are

not experts on curriculum, but they also know that they are experts on their students and on their classrooms’ dynamics. They are committed to their students’ success, and they understand that that success is primarily measured by standards-based testing. Thus, teachers strike a balance between learning the new standards or materials and using their own and their colleagues’ judgment about what else to be doing (so that they don’t invest too much time and energy pursuing what might soon change). In addition, the focus-group teachers described engaging in modification of curricular resources as a way of keeping themselves engaged. They frequently discussed the need to be creative in their own evolution as teachers.

I like to build, [creating new materials], because that kind of keeps me on my toes too, as far as I want to be having fun and learning along with my kids, like this is something new to me, so we’re learning together.

— Teacher, Raleigh Area

This type of creativity happens during searches for materials that combine high-level, engaging, differentiated, culturally relevant, standards-aligned materials.

Discussion

Districts, schools, and teachers are not organized around a set of norms for selecting supplemental materials. As the focus-group teachers expressed, part of the art of teaching involves assessing students’ needs and applying professional judgment, accrued through experience and education, to determine how to deliver the best instruction possible. Teachers conveyed a desire for better materials upon which to base their instruction, and asserted that supplementation and modification of those materials also needs to be supported. The

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findings from the focus groups point to a need to support teachers in growing their skills around supplementation, and to provide more structure for selecting materials and more access to high-quality resources. Districts and schools could consider promoting common planning time, and using professional learning communities, to promote communication, to develop and make transparent the criteria used to judge the sources for and quality of supplemental materials, to encourage sharing of resources, and to provide particular support to new teachers in the area of supplementation.

Appendix 1: Sample and Methods

The data for this project were collected through group interviews with teachers in varied metropolitan areas across the country. A total of 14 focus groups were held in six metro locations: Boston, Denver, New Orleans, Raleigh, Seattle, and Tampa. In each of these locations, the project team hired a local firm to recruit participants. In addition, the project team used Craigslist advertisements to recruit teachers for two focus groups, in the Raleigh and Tampa metro areas. Prospective participants were screened using a short survey, to ensure that they were currently credentialed teachers working in public schools and that they had participated in either an English language arts (ELA) or a mathematics materials adoption process within five years of the focus group. The project team also required prospective participants to respond to a short-answer questionnaire regarding quality of materials. This process yielded a total of 65 ELA and/or mathematics teachers, from elementary schools (62%) and middle schools (38%). A total of 31 districts were represented, with an average total enrollment of 85,608 per district, and an average non-White student population of 56 percent across the districts.

About three quarters of participants (48) had been involved in materials adoption activities within the prior two years; the rest of the participants (17) had been involved in adoption activities within five years of the focus groups. In both the Seattle and Denver metro areas, the number of participants who had experience in the adoption of ELA materials was roughly equivalent to the number of participants who had experience in the adoption of mathematics materials. In the other four locations, slightly more participants had experience in the adoption of ELA materials than mathematics materials. In most locations, participants were about as likely to have been involved in both ELA and mathematics materials adoptions as they were

to have participated in the adoption of materials in only one subject. In the Boston area, most participants had been involved in only one subject's adoption process.

The focus-group interviews were intended to collect information about how teachers make judgments about the quality of instructional materials. Another interest of the study was to learn about why and how teachers sought additional instructional materials to supplement those adopted by their schools and districts. And a third interest was to collect information about school and district processes for adopting new instructional materials under the Common Core State Standards or other new standards, as well as information about teachers' roles in those processes.

Focus groups were facilitated by WestEd senior research staff and were limited to a maximum of eight participants per focus group. Questions were open-ended and structured by a protocol. However, the facilitator was also able to follow the participants' interests. Participants were regularly asked to support their statements by describing the materials adoption committees in which they had participated and by describing experiences in their classrooms.

The focus-group responses were transcribed, and the transcripts were coded in a two-part process. First, teacher statements that would inform the three primary interests of the project (materials adoption processes, teachers' judgments about materials quality, and supplementing adopted materials) were identified. Coding was

non-exclusive, in that any statement or set of statements by teachers could be coded multiple ways. Codes were applied broadly, including as much information as needed to provide context for each statement. The first round of coding produced collections of quotations from across research sites. These collections were then read closely as a set, in order to develop a more refined and emergent coding scheme for each of the three areas. The collection of quotations was then recoded using these thematic codes.

The exploratory nature of these focus groups, as well as the open-ended protocol, prevents strict quantifying of the findings. However, the themes described in this brief, as well as their subthemes, represent topics that were discussed substantially, often across multiple focus groups and by various groups of teachers. This brief and the other two briefs in this series explain these themes and use quotations as examples of teachers' statements to illustrate the themes.

Nonetheless, the themes that are discussed in these briefs should be interpreted with caution, as these focus groups capture the views of only a small number of teachers, and the statements made by these teachers are not necessarily representative of the teachers' schools, districts, or states. In addition, not every teacher in the focus groups remarked on every discussed topic, so the statements in these briefs should not be interpreted as the consensus of any focus group, except in instances that are explicitly noted as representing views expressed by all teachers.

Appendix 2: Internet Sources Cited by Teachers (Ordered Alphabetically)

Educational organizations

- » Achievement Network
- » National Geographic Reach for Reading
- » ReadWorks.org

Licensed products

- » Algebraic Thinking by Khan Academy
- » BrainPOP
- » DreamBox
- » edHelper
- » EngageNY
- » enVisionMATH
- » Eureka Math
- » Everyday Mathematics
- » Geogebra
- » GOMath!
- » Journeys
- » Khan Academy
- » Looney Math Consulting
- » Math in Focus / Singapore Math Curriculum
- » Mathalicious
- » Reading A-Z
- » Reading Street Common Core
- » Storypath
- » Gumbo-limbos

Popular websites

- » Google
- » Pinterest
- » Teachers Pay Teachers
- » YouTube

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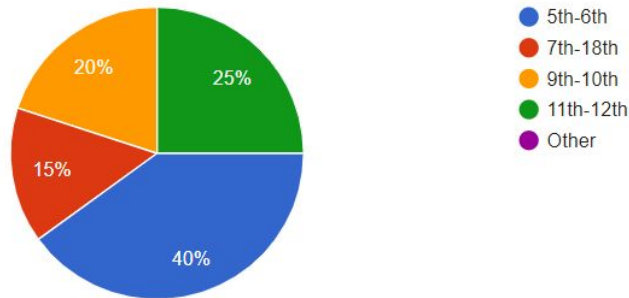


Supplemental Reading for the Humanities

Teachers in the Humanities department, school-wide, were given a short [Curriculum Supplementation Survey](#) to ascertain how they used their curriculum and what drove their curricular choices. Below are the results of the survey along with specific titles and resources that teachers have historically or plan to use to supplement the school-approved curriculum.

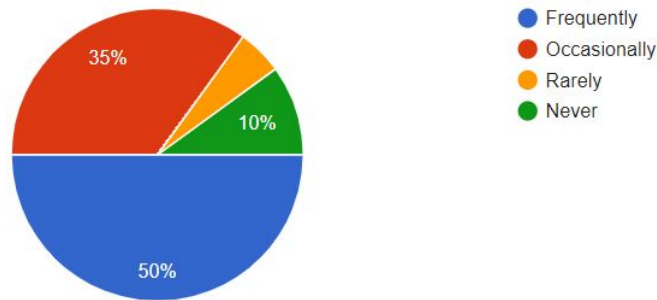
Identify the grade level(s) you teach.

20 responses



How often do you supplement or modify your current school-approved curriculum?

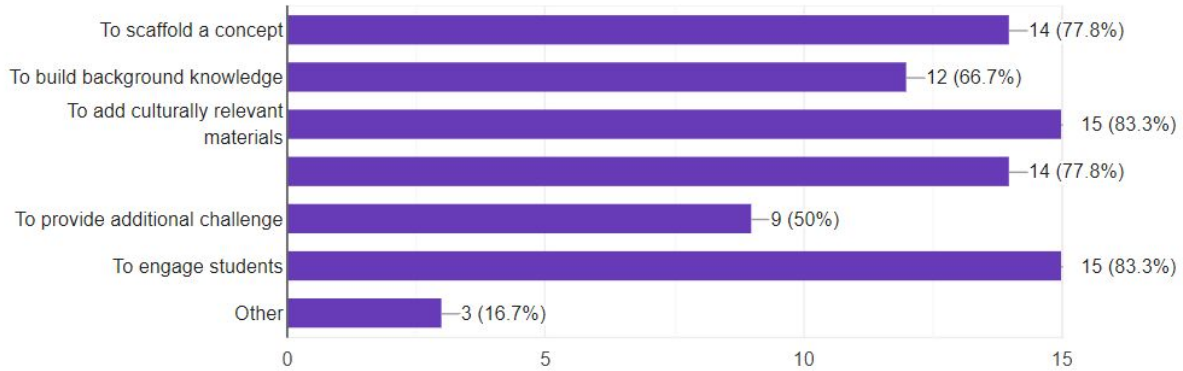
20 responses



Skip if you answered 'Never' to the previous question. If you supplement or modify the curriculum, what leads you to make changes most of the time? Check all that apply.



18 responses



English Language Arts		
Books/Authors	Articles, Poetry, Short Stories	Online Resources
Langston Hughes	Katy Perry’s “Fireworks”	National Geographic
Gloria Anzaldua	Kanye West’s “Heartless”	History Channel
Toni Morrison	Rita Dove	NewsELA
<i>Beverley Daniel Tatum’s Complexity of Identity</i>	Lucille Clifton	Pixar Shorts
<i>Bad Indians: A Tribal Memoir</i>	Gwendolyn Brooks	CommonLit
<i>Octavia Butler’s Parable of the Sower</i>	Richard Blanco	NAACP Toolkit
<i>The House of Mango Street</i>	“Who’s Irish?” by Gish Gen	Brannan Center (research)
<i>Esparanza Rising</i>	Brownies by ZZ Packer	New York Times
<i>Morning Girl</i>	Ta’Nahesi Coates (Essays)	Poets.org
<i>Ghost Boys</i>		
<i>Hidden Figures</i>		

History/Social Students		
Books/Authors	Articles, Poetry	Online Resources
<i>Everything You Need to Know to Ace/World/American History</i> <i>A Different Mirror for Young People</i> <i>A History of Multicultural America</i> <i>The Kingfisher Book of the Ancient World</i> <i>Lies My Teacher Told Me</i> <i>A Young People's History of the United States</i> <i>Out History is the Future Stamped</i> <i>The NYTs 1619 Project</i> Verna Myers Chimamanda Ngozi <i>Lord of the Flies</i>		National Geographic History Channel NewsELA Facing History and Ourselves Teaching Tolerance EdPuzzle Brene Brown Podcast Hidden Brain BBC ABC News The Guardian


Language		
Books/Authors	Articles, Poetry	Online Resources
Langston Hughes Gloria Anzaldua Toni Morrison Beverley Daniel Tatum's Complexity of Identity		National Geographic History Channel ACFTL Conference Materials

Health and Wellness		
Books/Authors	Articles, Poetry	Online Resources
A Guide for Eating for Sports	Healthkids.net	Overload Specificity Barbend Kidshealth Men's Health Beachbody Game Rules (Workouts) Swordkits Less Mills Nearpod 3D Brain Viewer The Atlantic




Examples of the Supplementation of Document-Based Questions (DBQs) in a Middle School History Class

7th Grade Medieval History (Rodriguez)


 **DBQ Requirements**

See the attached slide for the Fall of Rome DBQ Requirements.




DBQ Requirements.PNG
Image

[View material](#)

 **Transitional Phrases**

Choose 3 transitional phrases that you would like to incorporate into your Fall of Rome DBQ.



Transition Words & Phrases
<https://www.smart-words.org...>

[View material](#)

DBQs are a multidisciplinary approach to critically engaging in history by examining multiple perspectives, and engaging in oral and written discourse. Documents feature varied arguments and often include first person narratives.

Steps for supplemental planning can include (but is not limited to):

- Gather grade level, relevant, rigorous materials
- Creating a DBQ planning sheet (often aligning with National History Day competition criteria or grade level English Language Arts standards.
 - sentence structure
 - paragraph structure
 - thematic development
- Scaffolding identifying and creating a strong research question



TCI Informal Audit

Strengths

- + English to Spanish audio features and worksheet translation
- + CA History standard alignments supports pacing
- + Provides clear scope and sequence for collaborative planning
- + Online platform

Deltas

- Provides limited perspective of history and its impacts on the global majority
 - reported inaccuracies in the representation of Muslim ideologies
- Centering of Christian ideals and ideologies
- Limited first-person narrative offerings
- Curriculum is not build around strong thematic or connecting essential questions
- Requires extensive supplementation
- Does not cover topics and skills presented in the State Board of Education's proposed CAAASP for History-Social Studies, specifically geography and civics.

Coversheet

College and Career Counseling Presentation & Discussion

Section: II. Curriculum
Item: D. College and Career Counseling Presentation & Discussion
Purpose: Discuss
Submitted by:
Related Material:
College and Career Counseling Cover Sheet for Pre-reading 10.16.2020 jss - Google Docs.pdf
College and Career Counseling Pre-reading Packet 10.16.2020 jss.pdf



Learn. Graduate. Give Back.

Cover Sheet for Pre-reading

Essential Question

- Given the backdrop of the Strategic Plan, the unprecedented disruptions to college access, and the abrupt future of work, what areas must we evolve to optimize for positive life outcomes for all Wave-Makers?

Pre-reading Related to the Essential Question

- Global Disruptions to College Access and the Future of Work
 - Given broad cancellations of standardized testing this year, what colleges are looking for in applicants may be changing -- potentially permanently.
- The Abrupt Future of Work - Brookings Article
 - Within hard-hit industries, young, less educated, workers of color are bearing the worst of job losses. For many of those workers, their old jobs won't be coming back, even as the economy continues to open.
- In Review: College Application Season for AY 2019-20
 - Our outcomes from the Class of 2020 include: a high rate of students with post-secondary plans, admission to more selective institutions and prestigious honors, and a high commitment rate to four-year institutions among Black and African American students.
- Community-wide Holistic Development Scope and Sequence (Advisory) *and*
- College and Career Counseling Model
 - Our counseling model is optimized for college access. Beginning with early guidance in Grade 9, it maximizes admission to a range of colleges for different segments of students.
- Strategic Plan Update: Life Milestones
 - We are in the early stages of understanding the user experience, with the intent of reorganizing our counseling activities so that Wave-Makers can feel a heightened sense of self-agency.

General Pre-reading

- Upper School Master Schedule
- Upper School Enrollment by Course



Learn. Graduate. Give Back.

Global Disruptions to College Access and the Future of Work: What It Means for Wave-Makers

What

Because of the pandemic, many students will be applying to colleges this year without standardized tests such as the SAT or ACT, which, prior to this year, were long held as important metrics for gaining admission to competitive institutions¹. Our school is in a position where we must ask ourselves what colleges might consider instead.

When I managed a college admissions consulting firm, our guidance was based on findings from an internal annual regression analysis of admissions results from the most competitive colleges in the country. The regression analysis allowed us to forecast a student's likelihood of admission to a particular college based on fourteen variables, which fell into three broad categories: academics, standardized tests, and extracurricular activities. The weight of each variable would differ from campus to campus and year to year.

Here's what we found:

- We found that on average, approximately 30% of admissions decisions to **highly competitive colleges** could be attributed to variables related to academics and standardized tests, while an estimated 70% could be attributed to variables related to extracurricular activities.
- For **less competitive or non-competitive colleges**, we found the opposite to be true: approximately 70% of admissions decisions could be attributed to academics² and standardized tests alone, with extracurricular activities amounting to no more than 30% of admissions decisions or being insignificant altogether.

We see this reflected in actual college applications. Take, for example, the Common Application or University of California application, which allow applicants to include detailed information on extracurricular activities, including the names of clubs and organizations, positions held,

¹ For further reading, see "How the Coronavirus Has Upended College Admissions" by Tovia Smith on NPR's *Morning Edition* (2020).

² Prior to the pandemic, the California State University system used an eligibility index to determine admission based on minimum GPAs and SAT or ACT scores. Additionally, due to impactation, certain majors place heavier weighting on GPAs in math courses and/or math subsection scores on standardized tests. In CSU parlance, when a campus or major is "impacted," it means that it has reached or surpassed its existing enrollment capacity in terms of its instructional resources and physical size.



duration of involvement, and free-response areas for personalized summaries. The California State University application, by contrast, only asks applicants to provide information on academics and standardized tests, with no option to submit any level of detail on extracurricular activities.

Fewer opportunities to highlight achievements³ on a college application significantly impact a student's ability to differentiate themselves from other applicants and to compete for a limited number of available seats at an institution.

So What

Here's how I believe the pandemic will impact college admissions for different segments of students at Making Waves:

- I suspect that for students bound for **less competitive colleges**, the inability to submit standardized test scores due to pandemic-related cancellations would leave them short on a significant variable that would otherwise have allowed them to further compete and differentiate themselves from other applicants. They essentially would only be able to compete on academics alone, consisting of variables like course rigor, grade point average, and trend. I project that students bound for less competitive colleges will be most susceptible to undermatching⁴ this season.
- I suspect that students bound for **highly competitive and competitive colleges** will maintain the most opportunity to compete by differentiating themselves from other applicants based on their extracurricular activities and other significant variables⁵. Their inability to submit standardized tests would have minimal impact on the competitive advantage of these students, due to the demonstrated diminished significance of testing to compete for admission to their target schools in the first place. I project that students bound for highly competitive, competitive, and non-competitive colleges (as you'll see in the bullet point below) will be least susceptible to undermatching this season.
- I suspect that students bound for **non-competitive colleges** will experience minimal impact from pandemic-related disruptions, given that their target schools place few additional requirements, if any, beyond a high school diploma.

³ See Table 1: "Comparison of Typical Achievements Requested in College Applications."

⁴ According to Bellwether Education Partners, "undermatching" occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Undermatched students face longer odds to complete a post-secondary degree or certificate.

⁵ See Table 1: Comparison of Typical Achievements Requested in College Applications.



To what degree do we suspect that college-bound seniors will be impacted by college access disruptions related to COVID-19?				
Academic Profile of Students	Students Bound for Highly Competitive Colleges	Students Bound for Competitive Colleges	Students Bound for Less Competitive Colleges	Students Bound for Non-competitive Colleges
Degree of Impact	Least Susceptible to Undermatching	Least Susceptible to Undermatching	Most Susceptible to Undermatching	Least Susceptible to Undermatching

Now What

Given the context of the pandemic, in addition to our efforts to advance the Strategic Plan of Making Waves, we will make certain enhancements to benefit different segments of our graduating class, with special attention paid to reducing the effects of undermatching among those bound for less competitive colleges so that the Expected College Completion⁶ (ECC) rate of this cohort is as high as its academic profile will allow.

Specifically, here are distinct shifts that will occur this season:

- We will enhance our college list building efforts for students bound for less competitive colleges by helping them identify institutions⁷ that will allow them to highlight more than just academics and standardized test scores on their applications. For students bound for California State University, we will encourage them to pursue the option of being considered for the Educational Opportunity Program (EOP), which allows for students to submit five short essays⁸.
- We will identify specific students who are bound for less competitive institutions and encourage them to take an SAT or ACT exam administration if seats become available,

⁶ See Table 2: “Selectivity Index to Match by Estimated College Completion Rate” and Table 3: “Sample Match by Estimated College Completion Rate.”

⁷ While we may succeed in helping students bound for less competitive institutions gain admission, it is worth noting that these institutions are typically not as generous with financial aid. Financial aid may be a competing factor which may cause students bound for less competitive institutions to choose to attend a non-competitive institution due to cost, which is a type of undermatch.

⁸ Based on our findings at Making Waves, it is largely students with an Expected Family Contribution of \$0.00 that are accepted into EOP.



even if the administration is out of the area⁹. Students will be identified¹⁰ if they have a University of California and California State University GPA of between 2.00 and 2.49 and have a 2019 PSAT score that is within competitive range for the colleges they are targeting for admission¹¹.

- We will be increasing the amount of available support time for personal statements, supplemental essays, activities descriptions, letters of recommendation, interview preparation, and demonstrated interest opportunities, such as virtual visits, for students submitting applications that allow for these areas to be highlighted, particularly for those bound for competitive or highly competitive institutions.
- In anticipation of a potential increase in the number of students who are bound for community colleges, we will be increasing the amount of available support time for exploration and enrollment. Together with CAP, our college success program, we are embarking on an initiative that ladders-up to our Strategic Plan to better understand the user experience of a community college bound student at Making Waves. It is worth noting that in an initial survey of post-secondary plans, we are seeing that approximately 10% of rising graduates are giving thought to alternative pathways after high school, including trade programs, apprenticeships, gap year programs, job programs, or full-time employment. We suspect that these students may ultimately choose to attend community colleges, but this initial pulse check represents an increase from prior years.
- Based on findings from Bellwether Education Partners related to our Strategic Plan, we will be helping each student apply to colleges that have the highest Estimated College Completion (ECC) rates available to them, based on their academic profiles.

Lastly, a conversation about the future of higher education is not complete without a conversation about the future of work. Work will likely be the main source of income for most Wave-Makers, but as the future of work changes, so must our approach for positioning our students to contribute to the workforce -- failure to do so may perpetuate income inequality for our community, despite our efforts to push back against educational inequality. To that end, as we build a vision for the future of work and what it means for Wave-Makers, we are asking ourselves the following questions, based on insights from McKinsey Global Institute¹²:

⁹ Prior to the recent wildfires, a limited number of seats were available in Fairfield and Sacramento. No seats were available in Berkeley, Oakland, or Richmond -- cities where Wave-Makers have taken the SAT and ACT in previous years.

¹⁰ We estimate that there are 10 to 15 seniors who fit this criteria.

¹¹ A University of California and California State University GPA of 2.50 now deems a student eligible for admission to a CSU, meaning that a student with this GPA are essentially guaranteed admission to their local CSU campus, provided that they apply. Prior to the pandemic, the CSU used an eligibility index which specified minimum GPAs and SAT or ACT scores for admission.

¹² For further reading, see "How Will Automation Affect Jobs, Skills, and Wages?" by Peter Gumbel and Michael Chui at McKinsey and Company (2018).



- What training or preparation can we offer so that Wave-Makers can adapt to a workforce characterized by the rise of automation and artificial intelligence?
- What supports and resources can we offer so that Wave-Makers can thrive in changing models of work and work structure, including remote work, gig work, and fissured work?
- What guidance can we offer so that Wave-Makers can attain the financial means to live the lives they want for themselves?

More than ever, we are committed to meeting this challenge, leveraging our full resources and capabilities to prepare our Wave-Makers for what's now and what's next.



Table 1. Comparison of Typical Achievements Requested in College Applications.

Applications to highly competitive institutions typically allow students to highlight more achievements than applications to less competitive or non-competitive institutions.

	College Competitive		College Ready
	Highly Competitive	Less Competitive	Non Competitive
Academics			
Grade Point Average	✓	✓	✓
Course Rigor	✓	✓	✓
Honors and Advanced Placement (AP) Points	✓	✓	✓
Semesters of College Prep (a-g) Coursework	✓	✓	✓
Trend	✓	✓	✓
Standardized Tests¹³			
SAT / ACT			
SAT Subject Tests			
AP Exams			
Extracurricular Activities			
Community Service	✓		
School Clubs	✓		
Arts	✓		
Athletics	✓		
Paid Work	✓		
Enrichment Programs	✓		
Leadership	✓		
Internship	✓		
Capstone Project	✓		
Harder to Measure Variables			
Personal Statement	✓		
Supplemental Essays	✓		
Letters of Recommendation	✓		
Demonstrated Interest	✓		

¹³ Through a personal connection, we have heard that University of California, Berkeley may place heavier weighting on Advanced Placement (AP) exam scores and SAT Subject Test scores as a result of the pandemic-related shifts. A formal statement from University of California is expected this fall.



Table 2. Selectivity Index to Match by Estimated College Completion Rate. Beginning in 2020, this is the index to be used to “match” college-going Wave-Makers to their target ECC when building college lists.

Match by Estimated College Completion Rate

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

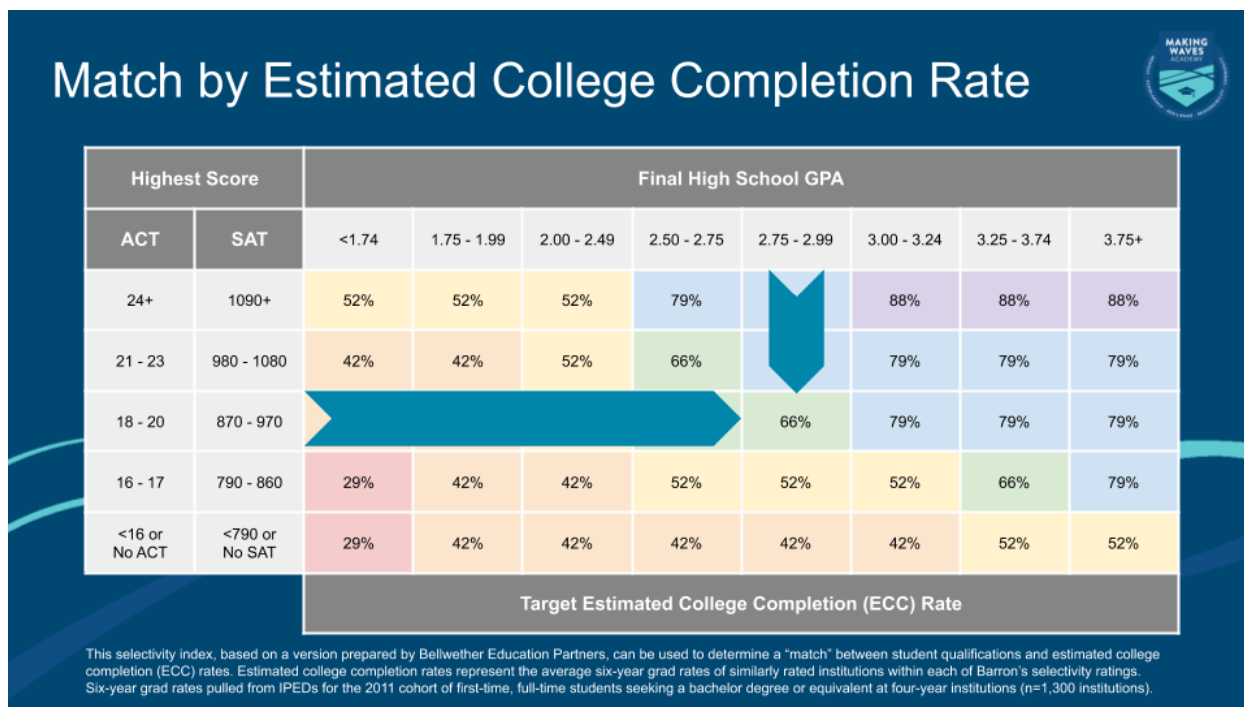
Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Footnote to Table 2: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).



Table 3. Sample Match by Estimated College Completion Rate. A college-going student with a GPA of 2.75 and an SAT Score of 870 should expect to “match” with an institution with an estimated college completion (ECC) rate of 66.0%.



Footnote to Table 3: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).



Learn. Graduate. Give Back.

The Abrupt Future of Work

At the start of this year, I shared an article with college and career counseling about the abrupt future of work:

[In many communities, COVID-19 will permanently kill jobs. Here's how they can respond.](#)
Brookings Institution.

These are some headlines I walked away with:

- Within hard-hit industries such as manufacturing, hospitality, and government, young, less educated, workers of color are bearing the worst of job losses – for many of these workers, their old jobs won't be coming back, even as the economy continues to reopen.
- Industries likely to expand in response to the pandemic: healthcare, medical device and supply manufacturing, telecommunications equipment and software.
- Making Waves has 2 of 3 of the strategies recommended that can help communities generate true economic opportunity and help overcome long-standing inequities in education and employment practices affecting people of color: “place-based scholarships” and “education-to-workforce pipelines.”

These are some questions that I am asking myself:

- In what ways are our career technical education programs providing training and skills that can evolve in near real time with employers' needs?
- In what ways can we leverage Career Services and Alumni Engagement to address the third strategy recommended (that we don't yet have in-play at MWA): “adopt customized business services and new technologies for job searching”?
 - How might we deploy new tools and technologies to help job seekers better access information about available jobs and the skills and training needed for them (especially for Wave-Makers who might have experienced – or will experience – job displacement as a result of the pandemic and/or the fourth industrial revolution?)



In many communities, COVID-19 will permanently kill jobs. Here's how they can respond.

John C. Austin and Brad Hershbein, Brookings

September 17, 2020

When a durable recovery strategy from the COVID-19 pandemic finally emerges, it will confront not just one badly damaged economy, but numerous fractured economies. The pandemic recession is hitting some sectors harder than others, with regions dependent on manufacturing and hospitality particularly devastated. Even state and local government jobs have taken a hit, which will likely get worse in the coming months. And within these hard-hit industries, the young, the less educated, and workers of color have borne the worst of the job losses.

For many of these workers, their old jobs won't be coming back, even as the economy continues to reopen. Industries likely to expand in response to the pandemic—health care, medical device and supply manufacturing, and telecommunications equipment and software to support remote work and learning—require particular skill sets and greater education and training than many laid-off, lower-skilled workers currently possess. Additionally, evidence suggests that recessions cause many employers to permanently raise skill requirements as they retool their operations, making remaining jobs further out of reach for job seekers.

Despite this dire picture, local leaders can take steps to ameliorate the damage and accelerate recovery in their communities, even as budgets are stressed and federal aid is uncertain. We have identified several community-driven, evidence-based approaches to better link and prepare workers for the good jobs that do and will exist. Implementing these initiatives often requires community leadership, partnership-building, and better leveraging of existing resources. Such coordination can be harder to achieve than, for example, grants to conventional training programs. But it is also more likely to generate true economic opportunity and help overcome long-standing inequities in education and employment practices affecting people of color.

Place-based scholarship or “Promise” programs can be an effective tool to increase residents' skills, not just by helping more residents get needed postsecondary education, but also by attracting highly skilled newcomers and families that value education. Promise programs can also close educational attainment gaps and deliver on community equity goals, increasing skills and improving workforce outcomes broadly across racial and demographic groups. Some programs now include apprenticeship opportunities in manufacturing, nursing, and IT. In some cases, funding for these programs comes from private sources, but many draw revenues from relatively stable tax increment financing, state funds, or federal transfers.



Promise programs to increase workforce skills can also be relatively inexpensively extended to adult learners, as the Tennessee Reconnect and Kansas City Scholars programs demonstrate. They can also be crafted to support pathways to good jobs for specific groups of workers; Michigan's recently announced Future for Frontliners program will use CARES Act funding to provide targeted scholarships for essential workers. And several programs, such as Detroit Promise, provide coaching and other forms of academic and financial assistance to strengthen students' progress through local community colleges.

Education-to-workforce pipelines are another option for communities looking to better match evolving employer occupational demands with robust career preparation. These programs involve partnerships between businesses and training providers, with financial support from both as well as other philanthropic sources. One well-known example is P-TECH, a public-private collaboration started in New York City which has now spread to over 100 schools in eight states. P-TECH students take high school and college courses simultaneously, often in STEM fields, while building work experience through mentored, paid internships in IT, health care, and manufacturing. Many of these students have jobs waiting for them at the end of the program. Early and middle college programs like P-TECH that integrate secondary and postsecondary education are particularly powerful in enhancing learning outcomes for at-risk, low-income, and minority students.

In other cases, nonprofit intermediaries—supported by philanthropy and placement fees—provide sectoral training and soft skills that evolve in near real time with employers' needs. Per Scholas, for example, provides IT job training and placement services free of charge to economically disadvantaged adults in several cities, with proven results on employment and earnings. San Antonio's Project QUEST has long provided a well-documented, successful approach for employer-driven training initiatives in specific occupational clusters. More broadly, registered apprenticeships can connect individuals with training for high-demand jobs, but these work best when many local employers and school systems are on board.

Adopting customized business services and new technologies for job searching are also strategies that communities could use to match employer skill demand with local worker supply. Traditional economic development relies too heavily on tax incentives to businesses, while traditional workforce development relies too much on general training. Neither works particularly well. In contrast, training that is customized for specific employers or narrowly defined industries has been found to be a cost-effective employment strategy that tends to benefit local workers. Funding for such training can be repurposed from budgeted tax incentives and state and federal training grants.



New tools and technologies can also be deployed to help job seekers better access information about available jobs and the skills and training needed for them. Researchers from the University of Illinois and George Washington University recently partnered with Michigan Works! Southwest, a local workforce development agency, to design an app that supports personalized job-matching based on a job seeker's skills and local job postings. Such apps could be open source and draw on existing local data, and thus become widely scalable for other communities. This could help level the playing field when workers don't have extensive social and job referral networks. On the hiring side, programs such as HireReach help employers use data-driven techniques that holistically map candidate skills against job demands, reducing unconscious racial bias in hiring and the turnover rate of new hires.

We don't know exactly what the post-pandemic economy will look like, or the extent to which it will reshape communities throughout the country. But it is almost certain that the needs for workforce adaptation will be greater than what small-scale, local programs can deliver, no matter how well-designed they are. National efforts—think of a G.I. Bill for adults to learn new skills through shorter-term, high-return programs—deserve serious consideration, especially if combined with customized career guidance based on employer needs.

Congress is currently mired in gridlock over plans for further relief aid, and federal reinvestment in human capital is uncertain. Communities should not wait for help, but instead take the initiative in rebuilding their economies.



Learn. Graduate. Give Back.

In Review: College Application Season for AY 2019-20

An email to Making Waves Academy faculty and staff

May 27, 2020

Dear Making Waves,

I am so thrilled to share-out some high-level college admission and commitment data for the 17th Wave, the Class of 2020. Building on our successes from last year, our graduates had higher admit rates to University of California (UC) campuses, California State University (CSU) campuses, Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and out-of-state public and private institutions. We did, however, see fewer students admitted to financially generous institutions and in-state private institutions.

Each year, over 95% of Making Waves Academy graduates enroll in post-secondary institutions, with about 70% committing to attend four-year colleges and universities, and approximately 25% intending to enroll in community colleges. Here's what we're seeing for the 17th Wave:

- Based on their commitment plans communicated on national College Signing Day, we're projecting that 77.27% of students from the Class of 2020 will attend four-year colleges and universities in the fall (68 of 88¹).
 - Currently, there are 88 students on track to receive their high school diplomas by August 15, 2020, which is when the state officially closes its window for AY 2019-20 graduates. The actual number of graduates may change, potentially impacting this percentage.
- We're projecting that 21.59% will commit to attending community colleges (19 of 88).
- One student has committed to attending an apprenticeship program in the fall (and a second student is deciding between a similar apprenticeship opportunity or community college).

(This information represents point-in-time data and may change. The actual number of graduates for the academic year may impact these percentages. Also, we've seen that sometimes post-secondary plans shift, even after formal commitments and deposits are made. We will update you of any changes in the fall, if need be).

¹ 86 students from the Class of 2020 ultimately graduated during the 2019-20 academic year, which began on August 16, 2019 and ended on August 15, 2020.



There are two accomplishments from this year that I am particularly proud of, as they relate to the work of the college and career counseling team, comprised of Ms. Dougan, Ms. Adams, and Ms. Chan. Three years ago, college and career counseling set two goals for itself: 1) to have an overall, four-year college admit rate of between 60%-70%; and 2) to have between 4-7 graduates choose to attend private colleges or public out-of-state colleges (basically, any colleges that were not UCs, CSUs, or California Community Colleges). It took three years of trying and iterating and trying again, but we finally reached both goals!

- The 17th Wave's overall admit rate to four-year colleges was 65.79% -- an increase of 15.42% from last year. (Our overall admit rate to four-year colleges is calculated by taking the total number of admissions offers received and dividing by the total number of applications submitted). This is the first time in years that we've hit the admit "sweet spot" of being between 60%-70%. Admit rates within this range signal to us that our students are being admitted to an appropriate number of "target" and "safety" schools, with the right mix of "reach" schools. Our students applied to colleges with strong and competitive profiles (comprised of academics, standardized tests, and extracurricular activities) and they had the right expectations about which schools would likely admit them (through comprehensive college list building). They also told compelling stories through their personal statements and letters of recommendation written on their behalf. As we move forward with our organization-wide strategic plan, we will pay special attention to matching students to schools with the highest estimated college completion (ECC) rates available to them. We'll begin sharing-out data regarding appropriate match once it is available.
- We also have 6 students choosing colleges other than UCs, CSUs, and California Community Colleges: Wentworth Institute of Technology (Boston, MA); University of Nevada, Reno; St. Mary's College of California; Kettering University (Flint, MI); Boston University; and Barnard College² (New York, NY).

There are some incredible bright spots that I want to bring to your attention:

- 100.0% (6 of 6) of our Black/African American graduates have committed to attending four-year colleges and universities this fall.
- Our graduate attending Barnard College was admitted to the highly selective Science Pathways Scholars Program, a four-year program to support talented young women from Black, Native American, and Latina backgrounds or first generation college students. She will benefit from ongoing faculty mentorship and three summers of

² This student was ultimately admitted to Stanford University and decided to enroll there, after initially committing to Barnard College.



hands-on, paid research experiences with faculty. (A fun fact is that the student's interview for this program was conducted in the new CCC's conference room (US4-108) earlier this year).

- We have 1 Posse Scholar going to Boston University on a full-tuition scholarship. He will benefit from Posse's Pre-Collegiate Training, their Campus Program, and their Career Program. (Another fun fact: In 2010, Barack Obama donated his \$1.4M Nobel Peace Prize grant to Posse). This is our school's first Posse Scholar.
- We have 2 Regents' Scholars going to UC Berkeley who will benefit from faculty mentorship, priority class enrollment, guaranteed housing, a research fellowship, and a scholarship to meet their full financial need. The Regents' is the most prestigious scholarship and award offered by any UC to entering undergraduate students. These are our school's first Regents' Scholars.
- We are seeing the highest number of students committing to attend the top two UCs in any one year: 10 have committed to attending UC Berkeley (an unprecedented number), and 3 have committed to attending UCLA.
- The 17th Wave plans to have enrollments at ALL 9 UC undergraduate campuses this fall. This is also a first for our school.

These awards, scholarships, and accomplishments are those that are associated with high-performing, high-profile schools. These accolades show that our Wave-Makers are in that arena. What we're seeing is not only a testament to how hard our students have worked – it's also a result of the school-wide and organization-wide program we've provided for them.

I want to end with some anecdotes that were recently shared with me:

- An admissions officer from Swarthmore College personally emailed Ms. Dougan saying, "we wanted to let you know how impressed we were with your Wave-Makers." (Swarthmore is ranked #3 among National Liberal Arts Colleges by U.S. News and World Report.) They also mentioned that they were looking forward to our annual Case Study and College Fair (which was cancelled due to the pandemic). An admissions officer from Swarthmore has attended the Case Study and College Fair event every year for the last few years looking for the "right student" – and this year they found and admitted three!
- A senior was admitted to Earlham College, and a Dean had personally emailed the senior saying, "we so want you to be a part of our community."
- Last summer, a 17th Wave student applied to a summer engineering program at Kettering University. An admissions officer later reached out to our school, commenting, "if you have students like this, I have to meet them." The admissions officer flew out to visit our campus and met with students this year, they provided an all-expense-paid trip



for a handful of seniors to visit their campus in Flint, and they extended admissions offers to five seniors this spring!

Please share your words of encouragement with the Class of 2020 by visiting our College Signing Day Google Site. We are looking forward to recognizing the 17th Wave with as much pomp and circumstance as the pandemic situation will allow – more details on graduation and end-of-year activities to come. Our graduates have achieved some incredible things this year. They have certainly made a splash!

Best,
JS



Community-Wide Holistic Development Scope and Sequence: 2020-2021

<p>August/ September</p>	<p>October/November <i>LatinX Heritage Month, National Bullying Prevention Month</i></p>	<p>December/ January</p>	<p>February <i>Black History Month, American Heart Month</i> March <i>National Nutrition Month, Social Work, Celebrating the Arts in Schools, International Women's Day</i> April <i>Alcohol Awareness Month</i></p>	<p>May <i>Mental Health Awareness, Teacher Appreciation, Asian American Pacific Island Celebration Month</i> June <i>LGBTQ+ PRIDE</i></p>
<p>Themes: <i>Community & Relationship Building (Distance Learning focus)</i></p>	<p>Themes: <i>Coping Strategies</i></p>	<p>Themes: <i>Community & Relationship Building (In-person focus when state reopen requirements are met)</i></p>	<p>Themes: <i>College & Career Development Building Life Dream/Decision Making</i></p>	<p>Themes: <i>Community & Relationship Building Decision Making (In-person focus when state reopen requirements are met)</i></p>
<p>Student Community Building/Advisory: Subtopics: Psychological 1st Aid, Epidemiology of COVID-19, Staying Healthy, Reflection/Processing, Accessing Help and Social Support, Practicing REPs, Self-Care Action Plan, Study Skills, time management and organization, utilizing office hours, Digital citizenship, & Processing the Impact Systemic Racial Injustice/Civil Unrest College and Career Counseling: Introduction of Post-secondary Pathways (12); College Application Account Creation (12); Introduction to Naviance (9-12), Introduction to College List Building (10 and 11); Competitive Advantage (11); Introduction to Student Life (9) Primary Objectives:</p> <ul style="list-style-type: none"> All students will create and engage a Self-Care Action Plan All students know how to access a caring adult for help All students can successfully navigate and engage their class schedule 	<p>Student Community Building/Advisory: Subtopics: Life Dream Snapshot, Continuing Self-Care Action Plan, Identifying Emotions, Coping Skills, Strategies to Process, Digital Citizenship, NTA for students, & Restorative Practices, Study Skills, time management and organization, utilizing office hours, Election Season Preparation College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Connecting Careers to Majors; Junior College Workshop -- What You Need to Know (11); Match, Reach, and Safety Schools (11); Career Exploration on Naviance; Major Exploration (12) Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice self-awareness skills to identify their emotions All students will practice methods to reduce stress and increase resilience All students will know MWA resources for crisis support 	<p>Student Community Building/Advisory: Subtopics: Trauma-informed Communication (Identifying and Meeting Student Psychological Needs), Restorative Conversations, Affective Communication, Accessing Social Support Networks During the Holidays College and Career Counseling: Course Selection for Next Year; Career Exploration; AP/CTE Showcase; Naviance and College Lists for Document Sending (12); A-G Requirements Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice self-advocacy conversations (examples: for study support, goal setting with a teacher, etc.) All students will know the elements to a restorative conversation All students will know how to access support as needed during Winter Break (revisit Self-Care Action Plan) 	<p>Student Community Building/Advisory: Subtopics: Life Dream Snapshot (revisit), Career/College Exploration, Identifying Strengths/Skills/Interests, Goal setting, Time management, Organization, Asking for Help, Office Hours, Using Peers for support, Digital Citizenship, Interest and Strength Inventories, Study Skills & Managing Distance Learning College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Case Study and College Fair; Summer Activity Planning; College Tours for Waves; Connecting Field of Study, College Majors, and Extracurricular Activities; UC and CSU Eligibility (9-11); Post-secondary Plan Orientation (11); Community College Enrollment (12) Primary Objectives:</p> <ol style="list-style-type: none"> All students will be exposed to different post-secondary and career pathways All students will explore their own strengths, skills and interests All students will set goals or next steps for how to continue their own education around a specific post-secondary or career pathway 	<p>Student Community Building/Advisory: Subtopics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Decision making, ATOD education and prevention, <i>Healthy Relationships</i>, PMSC, Alcohol, Tobacco and Drug Education and Prevention, NTA (revisit), Review Channels for Accessing Mental Health Services, Review Community Resources (e.g. emergency hotlines), Psychoeducation on Mental Illness Prevalence, Stigma, and Peer Intervention Roles, Digital Citizenship College and Career Counseling: College Signing Day; Senior Panel "What I Wish I Knew" (11); Senior Transition Week (12); Concurrent Enrollment Registration (9-12); Post-secondary Pathways and Social-Emotional Fit (11) Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice negotiation and decision making skills in relationships Students will know the impacts of ATOD in their bodies Students will know how to access support as needed during Summer (revisit Self-Care Action Plan)
<p>Teacher Professional Development: Topics: Psychological 1st Aid, Reflection/Processing, Listening & Responding with Compassion, Foundational Protocols and Procedures (Establish REPs, Behavior Management Systems, Notice Talk</p>	<p>Teacher Professional Development: Training for teachers on how to have difficult conversation on race, and other sensitive topics. This can</p>	<p>Teacher Professional Development: December 11th January 8th Topics: Relationship Building: Restorative conversations, trauma-informed classroom/meeting procedures</p>	<p>Teacher Professional Development: March 26 Topics: Life Dream, Mentorship and coaching, facilitating conversations around goal-setting</p>	<p>Teacher Professional Development: May 21 Topics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Time management, organization, asking for help among colleagues/ supervisors, School-based and</p>



Community-Wide Holistic Development Scope and Sequence: 2020-2021

Act (NTA), SW/Counselor referrals)	include a process and framework.			community resources for teachers
<p>Parent Academy:</p> <p>Topics: Processing impact, Listening and Supporting Students with Compassion, Accessing School-Based and Community Resources, Supporting your students study skills, organization, routines, Powerschool refresher, Google Classroom refresher</p>	<p>Parent Academy:</p> <p>Topics: Life Dream Snapshot, Self-Care Action Plan, Coping Skills, Strategies to support your student with challenging feelings</p>	<p>Parent Academy:</p> <p>Topics: Restorative conversations,, communication styles, "Trauma 101"</p>	<p>Parent Academy:</p> <p>Topics: Life Dream Snapshot, Goal Setting, Supporting your Student in achieving goals</p>	<p>Parent Academy:</p> <p>Topics: Negotiating healthy relationships with your student, talking with your student about their relationships, advocating for your needs, self-care in relationships, Parent goals for their own education</p>

*Note: The following topics will be cyclically revisited early and often throughout the year:a.) study skills, b.) processing the impact of Covid-19 and systemic racial injustice, c.) coping mechanisms



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Receive Historical Semester Grades Export from Data Administrator and Count Credits Earned per Graduation Requirements, including Required Recovery Needed					1	1	1	1		Required	Administrative	Practice	1												
Determine Grade Levels for All Upper School Students, including Completers and Transfers					1	1	1	1		Required	Administrative	Practice	1												
Communicate with Families Expressing Grievances due to Grade Level Retention					1	1	1	1	1	Required	Administrative	Practice	1												
Determine Projected UC/CSU Eligibility for Grades 10-12 and Calculate CalGrant GPAs for Grade 12						1	1	1		Required	Administrative	Practice	1												
Prepare Progress to Graduation Tables for All Upper School Students					1	1	1	1		Required	Administrative	Practice		1											
Complete AP Course Audit with AP Faculty										Required	Administrative	Practice	1												
Order PSAT/NMSQT and PSAT 8/9 Standard Administration Materials				1	1	1	1			Required	Administrative	Practice	1												
Order PSAT/NMSQT and PSAT 8/9 Non-Standard Administration Materials				1	1	1	1			Required	Administrative	Practice	1												
Renew CSAC Login Information (Expires Every 90 Days)								1		Required	Administrative	Practice		1											
Submit CalGrant GPAs to CSAC (October 1 Deadline for Non-SSN GPAs)								1		Required	Administrative	Practice		1											
Submit CAP Demographic Data Share for Grades 10-12						1	1	1		Required	Administrative	Practice	1												
Curriculum Review Committee Meeting (Proposals for New Courses and Updates from Spring)					1	1	1	1		Required	Administrative	Practice													
Host annual meeting with committed (with written agreements, per CTEIG) industry partners to validate interdisciplinary projects. (Assisting with project design, students assessments, etc.)										Optional	Administrative	Pause	1												
Annual meeting with Dougan and Adams to ensure Students complete a college and career plan and update it regularly.										Required	Administrative	Pause	1												
Annual meeting with Dougan and Adams so Students do activities that prepare them for college admissions.										Required	Administrative	Pause	1												
MWA classes resume	1	1	1	1	1	1	1	1		Required	Administrative	Practice	1												
Presentation A-G, graduation requirements					1	1	1	1		Optional	Group, Large	Pivot	1												
Reasses teacher assignments, student requests, etc										Required	Administrative	Practice	1												
Make needed changes to schedule										Optional	Administrative	Practice	1												
CCC Introduction and Intro of Postsecondary Paths								1		Required	Group, Large	Practice	1												
Summer Showcase Survey (Extracurriculars, Summer Enrichment)					1	1	1	1		Required	Group, Large	Pilot	1												
Concurrent Enrollment Competency Exams					1	1	1	1		Required	Individual	Pivot	1	1											
Informal Guidance on Course Change Requests					1	1	1	1		Optional	Individual	Practice	1	1											
One-on-one meetings with UC1, UC2								1		Optional	Individual	Pilot	1	1											
Recruitment for SAT Bootcamp Competitive Advantage (Seniors with UC1, US2 and under 1000 SAT; Students needing CSU eligibility)								1		Required	Individual	Pilot	1	1											
Afterschool Support for Internships, Jobs, Scholarships					1	1	1	1		Optional	Individual	Pivot	1	1											
Introduction to special opportunities (Posse, Gates Scholarship, and College Fly-ins)							1	1		Optional	Individual	Practice	1	1	1										
Account Creation for UC Applications								1		Required	Group, Large	Practice	1	1	1										
New CTE Courses proposed to Senior School Director at least one month in advance of the Fall Curriculum Review Committee meeting, for advocacy and approval in the upcoming academic year.										Required	Individual	Pause		1											
Family Intervention Meetings for Scaffolded Support re: Post-secondary Paths "What can I do as a parent to help support this process?"								1	1	Optional	Individual	Pilot		1											
Family Intervention Meetings for Scaffolded Support re: Courses, Course Placement, and Credit Standing					1	1	1	1	1	Optional	Individual	Pilot		1											
Family Intervention Meetings for Scaffolded Support re: Credit Standing and Retention					1	1	1	1	1	Required	Individual	Pilot		1											
Weekly Notification of Course Change Petition Denials										Required	Administrative	Pilot		1											
Saturday Testing for SAT Diagnostic (Seniors)								1		Optional	Group, Large	Pilot		1											
All schedules set by close of course change window, NO CHANGES (except MH, ...)										Required	Administrative	Pilot		1											
Season Kick-off Day: PSP Survey, Builder, Key Dates, September 3								1		Required	Group, Large	Practice		1											
Distribute Postsecondary Plans to Advisors										Required	Administrative	Practice		1											



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Guidance on Choosing a Major (Targeted for Impaction)								1		Optional	Individual	Practice		1											
Declare a Major								1		Required	Individual	Practice		1											
Introduction to the College List Builder (4-year Target) for Seniors								1		Required	Group, Small	Pause		1											
Introduction to the College List Builder (4-year Target) for Juniors and Sophomores						1	1			Required	Group, Large	Pilot		1											
Introduction to "Big Future" for College List Building (4-year target)								1		Optional	Individual	Practice		1											
Afterschool Workshops for College List Building								1		Optional	Group, Small	Practice		1											
Benchmark of Admission Eligibility and SAT Rev K12 Bootcamp Registration								1		Required	Individual	Practice		1											
SAT/ACT Competitive Advantage (Have v. Need) (UC1,2) and Khan-a-Thon								1		Required	Individual	Practice		1											
SAT/ACT Competitive Advantage (Have v. Need) (Non-eligible and CSU-only) and Khan-a-Thon								1		Required	Individual	Practice		1											
SAT Subject Test Recruitment for UC1								1		Required	Individual	Pilot		1											
SAT Subject Test Registration for November								1		Required	Group, Small	Practice		1											
Khan-a-Thon Registration for Seniors								1		Optional	Individual	Practice		1											
Khan-a-Thon Registration for Juniors							1			Optional	Individual	Pilot		1											
ACT Exam Registration for Special Accommodations (Separate Setting)								1		Required	Individual	Practice		1											
Inform and ensure AP Exam Registration for students (potentially including those not enrolled in the corresponding AP Course)					1	1	1	1		Optional	Individual	Practice		1											
PSAT Teaser in Advisory (with Calculator examples)				1	1	1	1			Required	Group, Large	Pilot		1											
Review of Rough Draft College List								1		Required	Individual	Practice		1											
SAT Genius Hour							1			Required	Group, Large	Pilot		1											
Family Meetings					1	1	1	1		Optional	Individual	Practice		1	1										
Roundtable Discussions with College Representatives					1	1	1			Required	Group, Small	Practice		1	1	1									
Assessment for Career Interests on Big Future					1	1	1	1		Optional	Individual	Practice		1	1	1									
Fanning the Flame (Targeted for Relationship-building; test for authenticity)								1		Optional	Individual	Practice		1	1	1									
Family Intervention Meetings for "no plan"								1		Required	Individual	Practice		1	1	1	1								
Follow-up to Posse, Princeton Humanities, SRA (11), Gates Scholarship, and College Fly-ins (Colgate, CMU Summer, Kettering)								1	1	Optional	Individual	Practice		1	1	1	1								
Saturday Testing for SAT Diagnostic (Juniors)								1		Required	Group, Large	Pause		1						1					
Saturday Testing for ACT Diagnostic (Juniors)								1		Required	Group, Large	Pilot		1						1					
Wave Meeting for connecting Careers to Majors					1	1	1	1		Required	Group, Large	Pause			1										
Intro to Bragsheet and Rising Grad to-do list								1		Required	Group, Wave	Pilot			1										
Pull Q1 progress reports										Required	Administrative	Practice			1										
Flag students failing 2+ courses...forecast retention										Required	Administrative	Practice			1										
ID Seniors in danger of not graduating										Required	Administrative	Practice			1										
Check-in with Coordinators, Intervention, Advisors, SW, etc. for context/history, etc.										Required	Administrative	Practice			1										
Check-in w/JS + DOS for communication plan w/parents										Required	Administrative	Practice			1										
Roundtable Discussions with College Representatives for Middle School				1						Required	Group, Large	Pause			1										
Check-in for College List and Major following September 27 Deadline								1		Required	Individual	Practice			1										
Account Creation for CSU Applications								1		Required	Group, Wave	Practice			1										
School Day Testing for ACT								1		Required	Group, Large	Practice			1										
School Day Testing for SAT								1		Required	Group, Large	Practice			1										
ACT Exam Registration								1		Optional	individual	-			1										
School Day Testing for PSAT				1	1	1	1			Required	Group, Large	Practice			1										



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
School Day Testing for SAT with Accommodations								1		Required	Group, Small	Practice			1										
Push-Ins for Family Conferences					1	1	1	1		Optional	Individual	Practice			1										
School Day Testing for ACT with Accommodations								1		Required	Group, Small	Pause			1										
Account Creation for the Common Application								1		Required	Group, Large	Practice			1										
Survey Students / Parents for course interests					1	1	1			Required	Group, Large	Practice			1										
Ticket submission on Sales Force for CAP Payment of early applications										Optional	Administrative	Pilot			1										
AFC Orientation for Advisors										Required	Administrative	Pilot			1										
AFC Materials Preparation					1	1	1			Required	Individual	Practice			1										
Junior Parent Meeting Workshop -- What you need to know now							1			Optional	Group, Large	Pilot			1	1									
Transcript Verification for CSU Applications of Students with Failed Courses								1		Required	Individual	Practice			1	1									
Final Review of CSU Applications								1		Required	Individual	Practice			1	1									
Ticket submission on Sales Force for CAP Payment of CSU Applications										Required	Administrative	Practice			1	1									
Follow-up to the EOP Application								1		Optional	Individual	Practice			1	1									
Afterschool Workshops for UC and CSU Application Support								1		Optional	Group, Small	Practice			1	1									
Afterschool Workshops for College Essays								1		Optional	Individual	Practice			1	1	1								
Follow-up for SAT Score Sending								1		Required	Individual	Practice			1	1	1	1							
Orientation for Naviance and College Lists for Document Sending								1		Required	Group, Large	Practice				1									
Follow-up Benchmark of Resume Achievements - "Brag sheets" - Required for LOR Applications								1		Required	Individual	Practice				1									
Final Review of UC Applications								1		Required	Individual	Practice				1									
Ticket submission on Sales Force for CAP Payment of UC Applications								1		Required	Individual	Practice				1									
Youth Bridge Orientation					1	1	1			Optional	Small Group	Pause				1									
Brainstorm and finalize Course Selection process										Required	Administrative	Practice				1									
CAP Payment for December SAT								1		Optional	Individual	Pause				1									
Family Intervention Meetings for "no plan to submit a four-year college application and four-year eligible"								1		Required	Individual	Practice				1									
AP/CTE Showcase in Advisory through Live Stream					1	1	1			Required	Group, Large	Pilot				1									
Wave Meeting for Grade 9 and 10					1	1				Required	Group, Large	Pilot				1									
Course Selection Form Roll-out for Online Process					1	1	1			Required	Group, Large	Pilot				1									
AP Exam Portal Registration					1	1	1	1		Required	Individual	Pilot				1									
Account Creation for "Other" Applications								1		Required	Group, Small	Practice				1	1								
Begin development of Course Catalog										Required	Administrative	Practice				1	1								
Orientation for Work Permits					1	1	1	1		Required	Individual	Pause				1	1								
Orientation for Work Permits					1	1	1	1		Required	Individual	Pause				1	1								
Pictures to Commemorate College Application Submission								1		Required	Individual	Practice				1	1								
* Youth Bridge Presentation					1	1	1			Optional	Group, Small	Pause				1	1								
Letter of Recommendation Orientation (including one-on-one check-ins)								1		Optional	Group, Small	Practice				1	1								
* Youth Bridge Application Workshops					1	1	1			Optional	Group, Small	Pause				1	1	1							
Afterschool Workshops for Common Application and "Other" Application Support								1		Optional	Group, Small	Practice				1	1	1							
Final Review of Common Application and Other Applications								1		Required	Individual	Practice				1	1	1							
Annual meeting with senior leadership to ensure students complete an interdisciplinary project that combines learning from academic courses and career-themed/CTE courses.										Required	Administrative	Pause					1								



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
* Youth Bridge Essay Workshops					1	1	1			Optional	Individual	Pause					1								
Coordinate Study Trips for Intro Psychology course (1 per quarter). Support AP Psychology if applicable					1					Required	Group	Pause					1								
Ticket submission on Sales Force for CAP Payment of Common Application, etc.										Required	Administrative	Practice					1								
Final draft of Course Catalog										Required	Administrative	Practice					1								
Check-ins for any student failing two or more classes					1	1	1	1		Required	Individual	Practice					1								
Community College Orientation for Seniors								1		Required	Group, Large	Pilot					1								
Student Study Trip and Course Survey										Required	Administrative	Pause					1	1							
* Youth Bridge students accepted					1	1	1			Optional	Individual	Pause					1	1							
Follow Up Naviance and College Lists for Document Sending								1		Required	Individual	Practice					1	1	1						
Annual meeting with senior leadership to ensure students complete a culminating project before graduation. (Internship, Capstone project, etc) Ask about Marlin Hour for Capstone.										Optional	Administrative	Pause					1							1	
Information-share for concurrent enrollment process					1	1	1	1		Required	Group, Small	Pilot					1					1	1		
* SMASH Assembly					1					Optional	Group, Small	Pivot						1							
* Orientation for Hidden Genius Project					1					Required	Group, Small	Pivot						1							
Annual meeting with Chan to ensure student course selection matches actual course selection.										Required	Administrative	Pause						1							
Annual Meeting with Chan to deliver a "priority enrollment" roster for each CTE course in the upcoming year.										Required	Administrative	Pivot						1							
Annual meeting with Chan to ensure that our CTE Teachers, Caul and McKenney, have prep periods that overlap with other departments' PLCs to create time.										Required	Administrative	Practice						1							
Roundtable Discussion with a Professional Guest Speaker 1 Tracy Fanara					1	1	1	1		Required	Group, Small	Pause						1							
Communicate Course Selection process with stakeholders (email...w/PPT?)... Get feedback										Optional	Administrative	Practice						1							
Meet with senior leadership to finalize course offerings + FTE										Required	Administrative	Pause						1							
Communicate Course Selection process with parents + students (email w/ PPT?)					1	1	1			Required	Group, Large	Practice						1							
Pull Semester 1 grades										Required	Administrative	Practice						1							
Use S1 data to forecast students in danger of retention										Required	Administrative	Practice						1							
ID Seniors in danger of not graduating								1		Required	Individual	Practice						1							
ID All other students in danger of retention					1	1	1			Required	Individual	Practice						1							
Applications for Private Schools								1		Required	Individual	Practice						1							
METAS Applications Approval and Parent Follow-up					1	1	1			Optional	Individual	Practice						1							
Course Catalog available (print + online)					1	1	1			Required	Group, Large	Practice						1							
Distribute Student Course Selection Forms					1	1	1			Required	Individual	Practice						1							
Create presentation re. Course Selection Forms + process, to be presented in Advisories										Required	Administrative	Practice						1							
Input Course Selection Preferences into PowerSchool / Advisory					1	1	1			Required	Group, Large	Pilot						1							
Course Selection in PowerSchool					1	1	1			Required	Group, Large	Pilot						1							
COST Meetings highlighting students with below at 1.0 GPA and students of concern										Required	Administrative	Pilot						1							
Emails for Hidden Genius, SMASH, Girls Who Code, summer programs					1	1	1			Optional	Individual	Pilot						1							
Follow Up Letter of Recommendation								1		Required	Individual	Practice						1	1						
Push-in to Advisories to provide extra support, answer Q's					1	1	1			Required	Group, Small	Practice						1	1						
Orientation for Students Rising Above for Identified Students (Grade 11)								1		Required	Individual	Practice						1	1						
SAT / ACT Score Sending								1		Optional	Individual	Practice						1	1						
Annual meeting with Siapno and Chan on so students earn early college credit. (AP, dual enrollment, etc.)										Optional	Administrative	Pause						1	1						



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Planning meeting with CTE Teachers, McKenney and Caul to surface requirements for starting a HOSA MWA Chapter to ensure students are organized into cohorts and work together throughout the pathway experience.										Optional	Administrative	Pause						1	1						
* SMASH Application Workshops					1					Optional	Group, Small	Pivot						1	1						
* SMASH Application Essay Workshops					1					Optional	Individual	Pivot						1	1						
* Information Session / Registration for Hidden Genius Project					1					Optional	Individual	Pivot						1	1						
* Orientation for Girls Who Code					1					Required	Group, Small	Pivot						1	1						
* CTE Summer Internship Application and Workshops					1	1	1			Optional	Individual, Small	Pivot						1	1						
Career Day Informational Interview panels					1	1	1	1		Required	Group, Small	Pause						1	1						
Non-com Senior Check-ins per CAP Request									1	Required	Individual	Practice						1	1	1	1				
SAT Score Sending Follow-up									1	Optional	Individual	Practice						1	1	1	1				
Fanning the Flame of Low-Life-Dream Juniors								1		Optional	Individual	Practice						1	1	1	1	1			
Support CTE teachers in ordering materials and supplies										Required	Administrative	Pause						1	1	1	1	1			
Support CTE teachers with Professional Development										Required	Administrative	Pause						1	1	1	1	1			
Work Permit Issuance					1	1	1	1		Optional	Individual	Practice						1	1	1	1	1	1		
Monthly meeting with CTE teachers to capture student recommendations for upcoming work place tours and guest speakers and collect ideas for future career awareness projects/activities.										Required	Administrative	Pause						1	1	1	1	1	1		
A-G Presentation for students + parents					1	1	1			Required	Group, Large	Practice						1				1			
Meet with Adams on College Spring Mentoring PD Meetings										Required	Administrative	Pause							1						
Annual meeting with Chan and Teacher Assignment to insure new CTE courses qualify for admission to public universities										Required	Administrative	Pause							1						
Meet with social worker to follow up on bahii community service regarding student safety at 3rd party organizations										Optional	Administrative	Pause							1						
Work with Siapno, Caul, McKenney, and Chan to Deliver a Medical pathway Informational Orientation night for students and parents. (create CTE flyer)										Required	Administrative	Pause							1						
Health Pathway Survey, incorporate into Course Selection form.										Optional	Administrative	Practice							1						
Career Day Ambassador Orientation					1	1	1	1		Required	Group, Large	Pause							1						
Meet with Coordinators to ID students in subgroups + info building										Required	Administrative	Practice							1						
Check-in with Coordinators, Intervention, Advisors, SW, etc. for context/history, etc.										Required	Administrative	Practice							1						
Identify missing Student Course Selection Forms, pull students from Core to provide support + complete Form					1	1	1			Required	Individual	Pause							1						
Orientation for Community College Programming and Study Trip									1	Required	Group, Small	Practice							1						
Student Study Trip- 10th grade college tour						1				Required	Group, Large	Practice							1						
Richmond Promise Scholarship Application Workshops									1	Required	Group, Large	Practice							1						
AFCs Preparation										Required	Administrative	Practice							1						
Friday PD Presentation on Course Selection										Required	Administrative	Pause							1						
Orientation for Boys State									1	Required	Group, Small	Practice							1						
Orientation for Girls State									1	Required	Group, Small	Practice							1						
Orientation for Community College with CAP									1	Required	Group, Large	Practice							1						
Boys State Interviews									1	Optional	Group, Small	Practice							1						
Girls State Interviews									1	Optional	Group, Small	Practice							1						
Boys State Registration									1	Required	Individual	Practice							1						
Girls State Registration									1	Required	Individual	Practice							1						
Case Study Support ASB and NHS										Optional	Administrative	Practice							1						
College Readiness Summit for USL										Required	Administrative	Pause							1						



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Study Trip: Black College Expo					1	1	1	1		Required	Group, Large	Practice							1						
Wave Meeting for Grade 10: SD						1				Required	Group, Large	Pilot							1						
Wave Meeting for Grade 10: Armando						1				Required	Group, Large	Pilot							1						
Wave Meeting for Grade 10: Mr. Holly						1				Required	Group, Large	Pilot							1						
One-on-one follow-up for permission slip lingerers						1	1			Required	Individual	Pilot							1						
Marlins Rising - Recognizing 2.5 and below to Above Party					1	1	1	1		Required	Group, Large	Pilot							1						
Create recovery plan for each student with "credit recovery needed" based on S1 grades - Pause per Summer School News					1	1	1	1		Required	Individual	Practice							1						
Small group discussions with Grade 10 re: life dream, eligibility, competitive advantage						1				Required	Group, Small	Pilot							1						
SAT Diagnostic Exam (Make-up)							1			Required	Group, Large	Pause							1						
Support Plan Meetings with Teachers and social worker re: Seniors in Danger of Not Graduating										Required	Administrative	Pilot							1	1					
Small group eligibility and career day and case study conversations with Grade 9 and 10					1	1				Required	Group, Small	Pilot							1	1					
Informational Interview (3) or Job Shadow for a student with Professional Guest Speaker 1 Tracey Fanera					1	1	1	1		Required	Individual	Pause							1	1					
* Registration for More Girls Who Code					1					Optional	Individual	Pause							1	1					
Study Trip for Work-based Learning 2					1	1	1	1		Required	Group, Large	Pause							1	1					
Richmond Promise Application Support								1		Optional	Group, Small	Practice							1	1					
SAT Bootcamp Recruiting and Follow-up								1		Required	Individual	Practice							1	1					
Review College Admission Offer Letters								1		Optional	Individual	Practice							1	1					
Coordinate Guest Speakers for Intro Psychology Course (1 Intro to Psych). Support AP Psychology if applicable (3 AP Psych)					1	1	1			Required	Group	Pause							1	1	1				
College Application and Admission Follow-up								1		Required	Individual	Practice							1	1	1				
Supporting 9-11 Students with College Enrichment and Scholarships; School Emails; Tarageted; PA Announcements					1	1	1			Optional	Individual	Practice							1	1	1	1			
Meet w/students to discuss danger of not graduating in Senior yr, discuss options/plans								1		Required	Individual	Practice							1	1	1	1			
Meet w/parents to discuss students in danger of not graduating in Senior yr, discuss options/plans								1		Required	Individual	Practice							1	1	1	1			
Meet w/students to discuss danger of retention, discuss plans					1	1	1			Required	Individual	Practice							1	1	1	1			
Meet w/parents to discuss students in danger of retention, discuss plans					1	1	1			Required	Individual	Practice							1	1	1	1			
* Identifying Field of Study, College Majors, Extracurricular Activities, Summer showcase Day (Grade 11)							1			Optional	Individual	Pivot							1	1	1	1			
* Summer Enrichment Program Drop-in Afterschool Application Workshops (PA Announcements)					1	1	1			Optional	Group, Small	Pivot							1	1	1	1			
Check-in w/JS + DOS for communication plan w/parents: "this is what will be discussed with 'credit recovery needed' and 'in danger of retention' students"										Required	Administrative	Practice							1		1	1			
Check-in w/JS + DOS for communication plan w/parents: "this is what will be discussed with 'credit recovery needed' and 'in danger of retention' students"										Required	Administrative	Practice							1		1	1			
Coordinate 1-1 appointments for Coordinators w/their subgroup students for Course Selection; include Tier 3					1	1	1			Required	Individual	Practice									1	1			
Roundtable Discussion with a Professional Guest Speaker 2 Chris Stanchan					1	1	1	1		Required	Group, Small	Pause									1				
Informational Interview or Job Shadow for a student with Professional Guest Speaker 2 / Chris Stanchan					1	1	1	1		Required	Individual	Pause									1				
Roundtable Discussion with a Professional Guest Speaker 3 / Bayer					1	1	1	1		Required	Group, Small	Pause									1				
Study Trip for Work-based Learning 3					1	1	1	1		Required	Group, Large	Pause									1				
Career Day Absent Student Follow-up					1	1	1	1		Required	Individual	Pause									1				
SAT Diagnostic								1		Required	Group, Large	Practice									1				
AP & CTE Showcase					1	1	1			Required	Group, Large	Practice									1				
Collect Student Course Selection Forms					1	1	1			Required	Individual	Practice									1				
All Student Course Selection Forms Collected; begin course planning: phase 1										Required	Administrative	Practice									1				
Understanding UC and CSU Eligibility (Grade 11)							1			Required	Individual	Pivot									1				



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Community College Field Trip Follow-up								1		Required	Individual	Practice								1					
College Admission Appeals Follow-up								1		Optional	Individual	Practice								1					
CAP Leadership Conference								1		Required	Group, Small	Practice								1					
Support Grade 12 Students for Scholarship Essays								1		Optional	Individual	Practice								1					
AP Showcase + A-G Presentation for students + parents					1	1	1			Required	Individual	Practice								1					
Course Selection for Next Year, Lunch and After School Support (Grade 9-11)					1	1	1			Optional	Group, Large	Practice								1					
AP Showcase					1	1	1			Optional	Group, Large	Practice								1					
Create workshops for Sophomores to enroll in SAT Prep on Khan Academy						1				Optional	Group, Large	Practice								1					
Roundtable Discussion and Call Home with "No-SAT-Diag" Juniors							1			Required	Group, Small	Practice								1					
Student Study Trip- 11th grade college tour							1			Required	Group, Large	Practice								1					
Students learn about a career in which they are interested. (informational interviews, job shadows, etc.)					1	1	1	1		Required	Group, Small	Pivot								1					
Students are prepared for employment in a specific field or range of occupations. (apprenticeships, on-the-job training, etc)					1	1	1	1		Optional	Small Group	Pause								1					
Roundtable Discussion with a Professional Guest Speaker 4 / Cal Bio Engineering					1	1	1	1		Required	Group, Small	Pause								1	1				
Study Trip for Work-based Learning 4					1	1	1	1		Required	Group, Large	Pause								1	1				
Informational Interview or Job Shadow for a student with Professional Guest Speaker 4					1	1	1	1		Required	Individual	Pause								1	1				
SAT Exam Registration for Spring (Grade 11)								1		Required	Group, Small	Practice / Cancellation due to COVID-19								1	1				
Orientation for Postsecondary Plans (Grade 11)								1		Optional	Individual	Pivot								1	1				
SAT Bootcamp for High-achievers								1		Required	Group, Small	Practice								1	1	1			
College Spring Mentoring Meetings								1		Required	Group, Small	Pause								1	1	1			
Students submit concurrent enrollment form, flyers around school, PA Announcements, Orientation, Workshops; Contra and Laney					1	1	1	1		Optional	Individual	Practice								1	1	1	1		
Check-in with Coordinators, Intervention, Advisors, SW regarding scheduling for subgroups				1	1	1	1	1		Required	Administrative	Practice								1	1	1	1		
Informational Interview or Job Shadow for a student with Professional Guest Speaker 3					1	1	1	1		Required	Individual	Pause								1		1			
Roundtable and 1:1 for Quest Bridge, SRA, GATES, POSSE with Identified Juniors								1		Required	Group, Small	Practice								1		1			
CTE small group discussions for under 13 enrollment					1	1	1	1		Required	Group	Pause									1				
Annual meeting with Siapno and Chan to insure students are organized into cohorts and work together throughout the pathway experience										Required	Administrative	Pause									1				
Spring Break College Tour								1		Required	Group, Small	Pause									1				
Check-in with senior leadership to confirm master schedule iteration										Required	Administrative	Practice									1				
Compile list of main topics/ study guide for students for placement exams										Required	Administrative	Practice									1				
Pull Q3 progress reports										Required	Administrative	Practice									1				
ID Seniors in danger of not graduating					1	1	1	1		Required	Administrative	Practice									1				
Forecast final graduation count of seniors										Required	Administrative	Practice									1				
ID All other students in danger of retention					1	1	1	1		Required	Administrative	Practice									1				
Check-in with Coordinators, Intervention, Advisors, SW, etc. for context/history, etc.										Required	Administrative	Practice									1				
Create recovery plan for each student					1	1	1	1		Required	Individual	Practice									1				
Committ to Master Schedule										Required	Administrative	Practice									1				
Teacher schedules distributed										Required	Administrative	Practice									1				
Community College Study Trip								1		Required	Group, Large	Practice									1				



Learn. Graduate. Give Back.

College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Richmond Promise Scholarship Finalist Workshop								1		Required	Group, Large	Practice									1				
Roundtable Discussion with Identified Low-Life-Dream Students (Grade 11)							1			Required	Group, Small	Practice									1				
Case Study College Fair Support Senior Committee, NHS								1		Optional	Group, Large	Practice									1				
Post parent meetings, roll out plans for students (credit recovery, summer school, etc.)										Required	Administrative	Practice									1				
Roundtable Discussion with a Professional Guest Speaker 5					1	1	1	1		Required	Group, Small	Pause									1	1			
Study Trip for Work-based Learning 5					1	1	1	1		Required	Group, Large	Pause									1	1			
Informational Interview or Job Shadow for a student with Professional Guest Speaker 5					1	1	1	1		Required	Individual	Pause									1	1			
* Identifying Field of Study, Extracurricular Activities, Summer Showcase Plans (Grade 9-10)					1	1				Required	Group, Small	Pause									1	1			
Introduction to the College List Builder (4-year Target) for Juniors							1			Required	Group, Small	Practice									1	1			
Students apply to college and register for external courses for concurrent enrollment; DCI collaboration for equivalency exams					1	1	1	1		Optional	Individual	Practice									1	1			
Develop multiple iterations of Master Schedule					1	1	1	1		Required	Administrative	Practice										1			
Understanding UC and CSU Eligibility (Grade 9-10)					1	1				Required	Group, Small	Practice								1	1				
Orientation for Fly-in Programs (Grade 11)							1			Optional	Group, Small	Practice									1	1			
Concurrent Enrollment Registration					1	1	1	1		Optional	Individual	Practice									1	1	1		
Senior Send-off Assembly				1	1	1	1	1		Required	Group, Large	Practice										1			
College Signing Day / SIR Process / Community College Choice								1		Required	Group, Large	Practice								1	1	1			
Brainstorm and finalize placement exam process, with Mendez										Required	Administrative	Practice									1	1	1		
Develop placement exams for different subjects, collaborate with academic departments										Required	Administrative	Practice									1	1	1		
Targeted outreach for Fly-in Programs for Identified Students (Grade 11)							1			Required	Individual	Practice									1	1	1	1	1
Annual meeting with Siapno to foster industry partnerships to insure Industry partners validate interdisciplinary projects. (assisting with project design, students assessments, etc.)										Optional	Administrative	Pause									1		1	1	
Annual meeting with Siapno on insuring students can earn an industry-recognized credential or certification through the pathway (CPR, FIRST AID, ETC).										Required	Administrative	Pause									1		1	1	1
Summer Showcase. Venue where ALL students share their summer enrichment plans with their peers. (ASM/Advisory/Grade Level Meeting)					1	1	1	1		Optional	Group, Small	Pause										1			
Job Site Visits for Authorized Work Permits (15)					1	1	1	1		Required	Administrative	Pause										1			
Job Skills Workshops (Interview Skills, Dresscode, Language, Applying, etc) Professional dress closet. Panel Advisory Interview Day.					1	1	1	1		Optional	Group, Small	Pause										1			
Job Skills Workshops (Individual based off job site visits)					1	1	1	1		Optional	Individual	Pause										1			
Informational Interview Session After School or at Lunch. Student sign up					1	1	1	1		Optional	Individual, Small	Pivot									1				
Annual meeting with Siapno, Caul and McKenney, to collect data on career awareness and preparation Survey. Also, collect data on number of unduplicated students who attend worked based learning opprotunities by category and sub-groups. Use it to evaluate effectiveness and reach. Complete at least one years data. Additional years (including historical) are optional.										Required	Administrative	Pause										1			
Annual meeting with Siapno and Chan to insure CTE pathway has an equitable, open admissions policy-based on student interest-that ensures access regardless of prior academic experience, background, or history.										Required	Administrative	Pivot										1			
Annual meeting with Siapno and Chan to insure course schedulin allows for rich learning experiences and enables students to meet all course requirements in the allotted time.										Required	Administrative	Pause										1			
Panel of Rising Graduates – “What I Wish I Knew” (Grade 9-10)					1	1				Required	Group, Large	Pause										1			
Match, Reach, and Safety Schools – Identifying Best Fit Colleges (Grade 11)							1			Required	Group, Large	Practice			1										
Post-secondary Pathway / Social Emotional Fit Conversation (Grade 11)							1			Required	Individual	Pivot										1	1		
Check-in w/JS + DOS for communication plan w/parents										Required	Administrative	Practice										1			
Course Change Request Form Open-- First come, first serve					1	1	1	1		Optional	Individual	Practice	1	1											
S Scully Women’s Roundtables					1	1	1	1		Required	Group, Small	Pause										1			



Learn. Graduate. Give Back.

College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
P Scully SAT Math Tutoring							1			Required	Individual	Pause										1			
AP Spanish Exam Administration with Technology							1	1		Required	Group, Large	Practice										1			
SAT with Accommodations								1		Required	Group, Small	Cancellation due to COVID-19										1			
Community College Course Enrollment Workshops								1		Optional	Group, Large	Practice										1			
Panel of Rising Graduates – “What I Wish I Knew” (Grade 11)							1			Required	Group, Large	Pause										1			
Meet w/students to discuss not graduating Senior yr, discuss options/plans								1		Required	Individual	Practice										1	1		
Meet w/parents to discuss students not graduating Senior yr, discuss options/plans								1		Required	Individual	Practice										1	1		
Meet w/students to discuss retention, discuss options for Summer/Fall					1	1	1			Required	Individual	Practice										1	1		
Meet w/parents to discuss students that will be retained, discuss options for Summer/Fall					1	1	1			Required	Individual	Practice										1	1		
Summer courses at college begin										Optional	Administrative	Practice										1	1		
Senior Transition Week								1		Required	Group, Large	Practice										1	1		
Career Exploration Workshops for Undecided Students and Those Wanting to Explore (Will Be Advertised)					1	1	1	1		Optional	Group, Small	Pause										1	1		
Advisors support students w/ course selection changes/questions / MC push-in to Advisories					1	1	1			Required	Group, Small	Practice										1	1	1	1
Annual meeting with Siapno, Mendez, McKenney and Caul to lay out Annual CTE Professional Development and to review CA Model CTE Course Standards to improve course design and delivery										Required	Administrative	Pause												1	
Annual meeting with Siapno, Dougan, Adams and Chan to collect demographic, behavior, and college/career preparation data and use it to analyze equitability of services.										Required	Administrative	Pause												1	
Annual meeting with Siapno and Chan to review data like graduation and attendance rates (collected from Aduviso) and use it to inform instruction and program design.										Required	Administrative	Pause												1	
Annual meeting with senior leadership to ensure Students do orientation activities to prepare them for pathway success										Required	Administrative	Pause												1	
Annual meeting with Siapno, Chan and Intervention Services Coordinator to ensure student access support services and extended learning opportunities if needed, including credit recovery during summer school.										Required	Administrative	Pause												1	
Send PPT/material with info of A-G, graduation requirements, email sent to students + parents					1	1	1			Optional	Individual	Practice												1	1
Course Change Request Form CLOSED										Required	Administrative	Practice													1
Summer courses at college end										Optional	Administrative	Practice													1
Students take placement exam for demonstrating competency in courses from outside institutions					1	1	1	1		Optional	Individual	Practice													1
Annual meeting with CTE Teachers, Caul and McKenney, to ensure that the end-of-course performance-based exam is standard-aligned to CA Model CTE Standards in their career-themed/CTE courses. (Exam, portfolio, etc.)										Required	Administrative	Pause													1
Eighth Grade Transition Week				1						Required	Group, Large	Practice										1			
Brochures related to all programs and activities offered must contain the continuous nondiscrimination notice. Catalogs must contain the continuous nondiscrimination notice.										Required	Administrative	Pilot													
Circle-back Meetings with Rising Graduates (FSC Referral before Enrollment Meeting)								1		Required	Individual	Pilot									1				
College Signing Day Website								1		Optional	Individual	Pilot									1				
COST Referral Process and Student Follow-up (Non-comm; SEL Case Management)					1	1	1	1		Required	Individual	Pilot										1	1		
Grade Level Advisory Meetings (Student Case Management)					1	1	1	1		Required	Group, Small	Pilot										1	1		
AP Faculty Workgroup (Preparing for AP Exams; Updates on College Board Developments)						1	1	1		Required	Group, Small	Pilot										1	1		
Summer Academy Planning					1	1	1	1		Required	Group, Small	Practice										1	1		
AP Exam Administration						1	1	1		Required	Group, Large	Practice										1			
Follow-up on Non-Test-Takers (AP Exams)						1	1	1		Required	Individual	Pilot										1			
AP Exams with Accommodations						1	1	1		Required	Individual	Pilot										1			
Admissions Data Compilation								1		Required	Administrative	Practice										1			
Community College Enrollment Meetings with CAP and CCC								1		Required	Individual	Pilot									1	1			



Learn. Graduate. Give Back.

College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Advanced Placement (AP) and Career Technical Education (CTE) Showcase					1	1	1	1	1	Optional	Group, Large	Practice													
Standardized Testing (SAT, ACT, PSAT)					1	1	1	1	1	Optional	Group, Large	Practice													
High School Graduation Requirements					1	1	1	1	1	Optional	Group, Large	Practice													
Extracurricular Activities and Summer Planning					1	1	1	1	1	Optional	Group, Large	Practice													
CAP Introduction to Middle School	1	1	1	1	1	1	1	1	1	Optional	Group, Large	Practice								1					
CAP Orientation									1	Required	Group, Large	Practice	1												
CAP Portal Training									1	Required	Group, Large	Practice		1											
CAP Financial Aid 101									1	Required	Group, Large	Practice		1											
CAP Community College Meet and Greet									1	Required	Group, Large	Practice													
CAP FSA ID Workshop									1	Required	Group, Large	Practice		1											
CAP FAFSA Workshop									1	Required	Group, Large	Practice			1										
CAP EFC Open Forum									1	Required	Group, Large	Pilot			1										
CAP High EFC Meetings									1	Required	Individual	Practice			1	1	1	1							
CAP CSS Profile Workshop									1	Required	Group, Large	Pilot				1									
CAP Community College Orientation									1	Required	Group, Large	Practice							1						
CAP Outside Scholarship Workshop									1	Required	Group, Large	Practice								1					
CAP Decoding Financial Aid Award and Verification									1	Required	Group, Large	Practice								1					
CAP College Decision Meetings									1	Required	Individual	Practice									1	1	1		
CAP Enrollment Meetings									1	Required	Individual	Practice										1	1		
CAP Policy Review Presentation									1	Required	Group, Large	Practice											1		
CAP Community College Enrollment Meetings									1	Required	Group, Small	Practice											1		



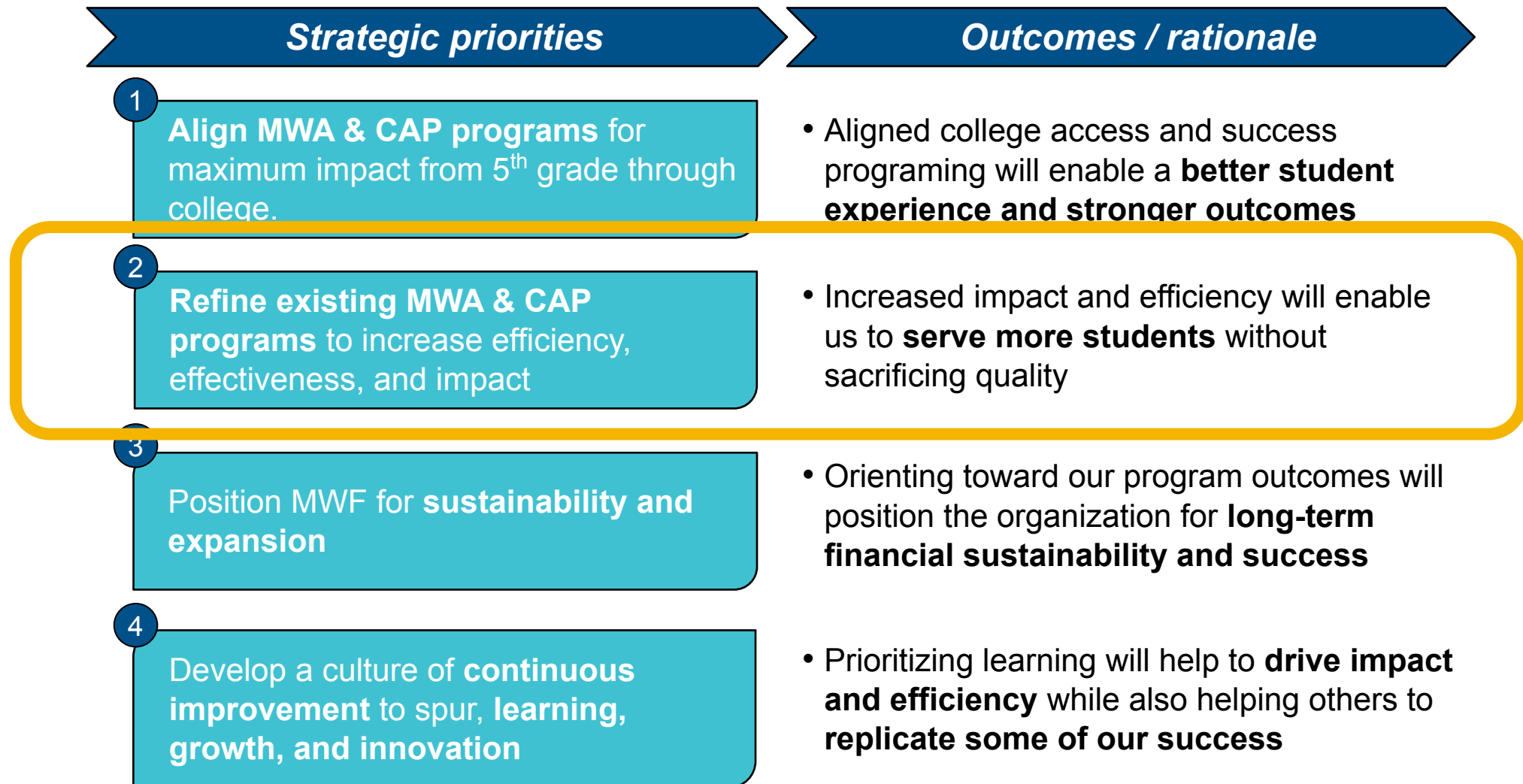
Strategic Plan



**Making Waves
Foundation**



As part of the Strategic Plan, we will focus our energy on four strategic priorities in the near term (phase 1)...



Design Challenge

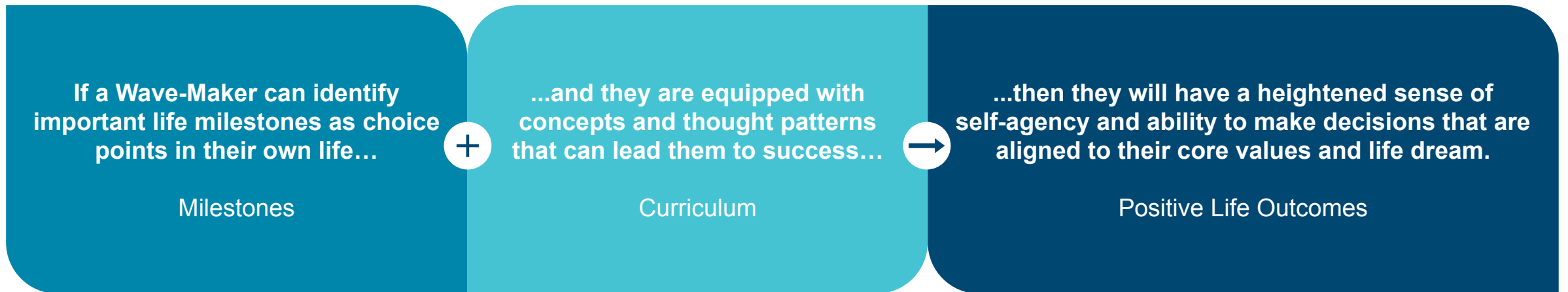
In the current college and career counseling model, some Wave-Makers are feeling a diminished sense of self-agency. They feel as though “they have no choice,” or that the decision to go to college has already been made for them.

In the spirit of refining our existing program to increase efficiency, effectiveness, and impact, we are in the early stages of understanding the user experience, with the intent of reorganizing our counseling activities so that Wave-Makers can feel a heightened sense of self-agency.

Innovation Intent

We are designing lifelong learning experiences that Wave-Makers want.

Theory of Change



DRAFT

Anchored in Life Milestones

Each person faces moments in life where they must make decisions.

Our program shifting to be designed around common life milestones that people from our community can expect to experience over the course of three distinct phases in life:

- The **schooling** phase begins with the start of middle school and ends upon entering the workforce.
- The **mid-life** phase begins by becoming independently successful and ends in what is often reported as the least happiest period in life.
- The **sunset of life** phase begins by leaving obligations behind, savoring time with loved ones, and ends by experiencing the happiest period in life.

The life milestones that we have identified represent moments in time where a person has the opportunity to make a choice.

Anchored in life milestones, we want the learning experiences that we offer to empower students and alumni to make decisions that are aligned to their core values and life dreams.

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

Schooling Phase Milestones

First day of middle school

Complete middle school

How should I act in college?

First car

First romance

How do I work with money and do taxes?

First paying job

First passionate love

Make a college list

Graduate high school

Go to college or other post-secondary

Embarrassed about not going to college

Choose major

Change my major

Graduate college

Go to graduate school

Finish schooling

Choose a career that's right for me

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

DRAFT

Mid-Life Milestones

Get steady job post high school

Realizing you need a side hustle

Have more romances

Fail at something big

Succeed at something big

Learn well from my failures and successes

Live on my own away from home

Rent my own place

Buy dream car

Job loss

Pandemic-related job loss

Change jobs

Change career

Have really serious romance

Get married

Buy my first house, condo, or piece of property

Manage others at work

Have my first child

Have another child or children

Receive big promotion

Hit rock bottom

Lose a lot of money

Get divorced

Have serious health scare

Last child goes to college

First parent dies

Achieve financial security

Second parent dies

Help others succeed without me

Retire

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

DRAFT

Sunset of Life Milestones

First grandchild

Spend time with family

Spend time with friends

Pursue hobbies and travel

Friends die

Spouse dies

Have deadly illness or accident

Fight to live

Pass away

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

DRAFT



Learn. Graduate. Give Back.

Upper School Master Schedule for AY 2020-21
Making Waves Academy

Faculty Member		Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	
Celeste Huizar	English	11 Huizar	Professional Learning Community	English I	English I		English I	English I	
Benjamin Norton		09 Norton		English II	English II	English II	English II	English II	
Masin Persina		09 Persina		English III	English III	English III	AP English Language and Comp.		English III
Ben Arizmendi-Calvert		12 Arizmendi-Calvert		Expository Reading and Writing	Expository Reading and Writing	Expository Reading and Writing		Expository Reading and Writing	Expository Reading and Writing
Vacant					Credit Recovery		Credit Recovery	Credit Recovery	
Vacant		09 Vacant		English II	English I		English II	English I	
Chelsey Miller	Math		Algebra I	Algebra I	Algebra I	Algebra I	Algebra I	Professional Learning Community	
Connie Tran		10 Tran	Geometry	AP Statistics	AP Statistics	Algebra I	AP Statistics		
Josie Beyer			Algebra II	Geometry	Geometry	Geometry	Geometry		
Raghda Abouelnaga			Pre-calculus	Algebra II	Algebra II	Algebra II	Algebra II		
Lawanda Muhammad		09 Muhammad	Medical Terminology		Pre-calculus	Pre-calculus	AP Calculus AB		
Tela Caul		12 Caul	Earth and Space Science	Anatomy and Physiology		Anatomy and Physiology	Professional Learning Community	Medical Terminology	
Armineh Koshkakarayan	Science	09 Koshkakarayan	Biology	Earth and Space Science		Earth and Space Science		Earth and Space Science	Earth and Space Science
Phoebe Buguey			Modern Physics and Chemistry	Biology	Biology	Biology		Biology	Biology
Shelbie Christensen				Modern Physics and Chemistry	Modern Physics and Chemistry	Modern Physics and Chemistry		Modern Physics and Chemistry	Modern Physics and Chemistry
Valerie McKenney		11 McKenney	Advanced Patient Care	Advanced Patient Care	Advanced Patient Care	Advanced Patient Care	Advanced Patient Care	Advanced Patient Care	
Marcus Logan	History / Social	10 Logan	World History	Professional Learning Community	World History		World History	World History	
Hanne MacDonald		10 MacDonald	AP US History		US History	US History		AP US History	US History
Patrick Gagen		12 Gagen	US Government / Economics		US Government / Economics	US Government / Economics	AP US Government / Economics	US Government / Economics	US Government / Economics
Sarah Hillenbrand		10 Hillenbrand	AP Psychology		AP Psychology	Online Learning for Electives	AP Psychology	AP Psychology	AP Psychology
Sarah Woodworth	Art	12 Woodworth	Advanced Art		Advanced Art	Fundamentals of Art			
Jose Figueroa		10 Figueroa	Fundamentals of Art		Fundamentals of Art		Advanced Art	Fundamentals of Art	
Colyn Flynn	Health	12 Flynn	Health and Wellness I	Health and Wellness I	Professional Learning Community	Health and Wellness I	Health and Wellness I		
Alonso Rivera			Health and Wellness II	Health and Wellness II		Health and Wellness II	Health and Wellness II		
Stephanie Contreras	Language	11 Contreras	Spanish I	Spanish I	Spanish I	Spanish I	Spanish I	Spanish I	
Ashley Meehan		11 Meehan	Spanish III	AP Spanish		Spanish III	Spanish III	Spanish III	
Izchel Moreno		11 Moreno		Spanish II	Spanish II	Professional Learning Community	Spanish II	Spanish II	
Marie Castro	Special Ed			RSP		RSP		RSP	
Cherrie Morales				RSP		RSP		RSP	



Learn. Graduate. Give Back.

Upper School Enrollment by Course for AY 2020-21

Making Waves Academy

		Enrollment	Section Count	Average Class Size
English	English I	113	6	18.8
	English II	99	6	16.5
	English III	73	3	24.3
	AP English Language and Composition	26	1	26.0
	Expository Reading and Writing	103	4	25.8
Math	Algebra I	87	6	14.5
	Geometry	121	5	24.2
	Algebra II	82	5	16.4
	Pre-calculus	60	3	20.0
	AP Statistics	50	3	16.7
	AP Calculus AB	20	1	20.0
Science	Earth and Space Science	106	4	26.5
	Biology	136	5	27.2
	Modern Physics and Chemistry	81	5	16.2
	Introduction to Health Sciences	49	2	24.5
	Medical Terminology	45	2	22.5
	Advanced Patient Care	26	2	13.0
	Anatomy and Physiology	48	2	24.0
History / Social	World History	105	4	26.3
	United States History	40	2	20.0
	AP United States History	58	2	29.0
	United States Government	72	3	24.0
	AP United States Government and Politics	31	1	31.0
Art	Advanced Art	43	3	14.3
	Fundamentals of Art	132	5	26.4
Health	Health and Wellness I	102	4	25.5
	Health and Wellness II	103	4	25.8
Language	Spanish I	110	5	22.0
	Spanish II	101	4	25.3
	Spanish III	87	3	29.0
	AP Spanish Language and Culture	26	1	26.0
Electives	AP Psychology	62	3	20.7
	Online Learning for Electives	25	1	25.0
	Online Learning for Recovery	35	3	11.7
SPED	Student Support	22	3	7.3
Upper School Average Class Size				21.9

Coversheet

Day of Slides

Section: II. Curriculum
Item: E. Day of Slides
Purpose: FYI
Submitted by:
Related Material: CRC_Presentation_10.22.pptx__1__JS.pdf

Making Waves Academy

Curriculum Review Committee Discussion

*Ms. Harper-Cotton; Ms. Mendez
Ms. Shelburne*





Discussion Question

How does the shift to our new organizational structure create opportunities for innovation, alignment, and stronger student outcomes?



Agenda

Agenda Item	Time
<p style="text-align: center;">Pre-Reading Discussion</p> <p>Executive Summary on Course Offerings Opportunities for Innovation Executive summary IXL Sex Education Health and Update (About Cardea)</p>	<p>15 Min</p>
<p style="text-align: center;">Math</p> <p style="text-align: center;">Proposed Curricular Material Shifts and Next Steps</p>	<p>30 Min</p>
<p style="text-align: center;">History</p> <p style="text-align: center;">Upcoming Curricular Material Shifts and Next Steps</p>	<p>30 Min</p>

Making Waves Academy

Math Update





Essential Question

What role does focus, coherence, and rigor have in leveraging positive student outcomes in Math?



Anchoring In Alignment and Usability

-Common Core Math Shifts: focus, coherence, rigor

- *conceptual understanding*
- *procedural skills and fluency*
- *application*

-Common Core Standards for Mathematical Practice

- *important processes and proficiencies to develop in students*










EdReports: Upper School Math Curriculum

SpringBoard Traditional (2015)

Published By: College Board | Date Published: 6/3/2016 | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	High School				

Strengths:

- skills for various college majors (high college readiness indicator)
- project-based
- same publisher as ELA curriculum (with positive SBAC scores)

Challenges:

- less alignment to state assessments (procedural, conceptual, and application)
- not all standards fully developed
- less connections to prior content



Equity + Access = Outcomes



- *teacher support*
- *internal coherence mapping*
- *focus on mathematical practices, standards alignment, and assessment connections*



Proposed Curriculum Adoption Timeline

Curriculum Audits

-standards alignment, usability, student outcomes

Q2, 2020

Spring CRC

-present findings, ask for support in new curriculum adoption

Q4, 2021

New Curriculum Launch

-increased student outcomes!

Q1, 2021

Q3, 2021

Present Options to Math Team

-focus groups, unit deep dives, feedback

Summer, 2021

Professional Development

-online modules, vendor coaching, etc.



Essential Question

What role does focus, coherence, and rigor have in leveraging positive student outcomes in Math?

Making Waves Academy

History Update





Discussion Question

How does a shift in the History-Social Studies framework create pathways for Common Core alignment, college and career readiness, and stronger student outcomes in the Humanities?



Common Core , College and Career, and History Framework Shifts

	Common Core Shifts	College and Career Readiness	History Framework Shift (2018)
Complexity	Uses complex text and content-specific, academic language	Builds upon text complexity to meet the demands of college and career	An instructional approach that is grounded in conceptual and thematic essential questions
Evidence	Grounds reading, writing, and speaking in literary and informational text	Speaking and writing demonstrates a command of sequence and detail in argumentative and informational writing	The framework is investigative, research-based and interpretive,
Knowledge	Builds knowledge through content-rich nonfiction	Knowledge is built reading and writing using informational and content-rich texts in History-Social Science and the Arts	Build knowledge by actively and collaboratively applying knowledge for civic engagement



SBAC Connection (5th Grade)

Informational Text | Key Ideas and Details

CA CCSS.ELA/Literacy.RI.5.3

District **Making Waves Academy** Grade **5th**

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Making Waves Academy		73	48%	42	27%	38	25%	153/168	62

Takeaway

California Common Core State Standards for Literacy measure student mastery around their ability to identify and articulate relationships between concepts using nonfiction and technical text. This student sample shows a 5th grade data from the first diagnostic Star (reading) test from Fall 2020. Almost half (48%) of the students showed a need for intervention around reading informational texts. While The Star diagnostic is not an predictor for the SBAC; it is an indicator of student’s current level of understanding and identifies opportunities for intervention and practice through a curriculum with a strong interdisciplinary framework.



SBAC Connection (11th Grade)

Informational Text | Key Ideas and Details

CA CCSS.ELA/Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

District **Making Waves Academy** Grade **11th**

School	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %
		Beginning		Developing		Secure			
		# Students	%	# Students	%	# Students	%		
Making Waves Academy		65	71%	17	19%	9	10%	91/98	45

Takeaway

71% of the students showed a need for intervention around relational, informational texts. While The Star diagnostic is not an predictor for the SBAC; it is an indicator of student’s current level of understanding and identifies opportunities for intervention and practice through a curriculum with a strong interdisciplinary framework.



Proposed Curriculum Adoption Timeline

Conduct Curriculum Audit

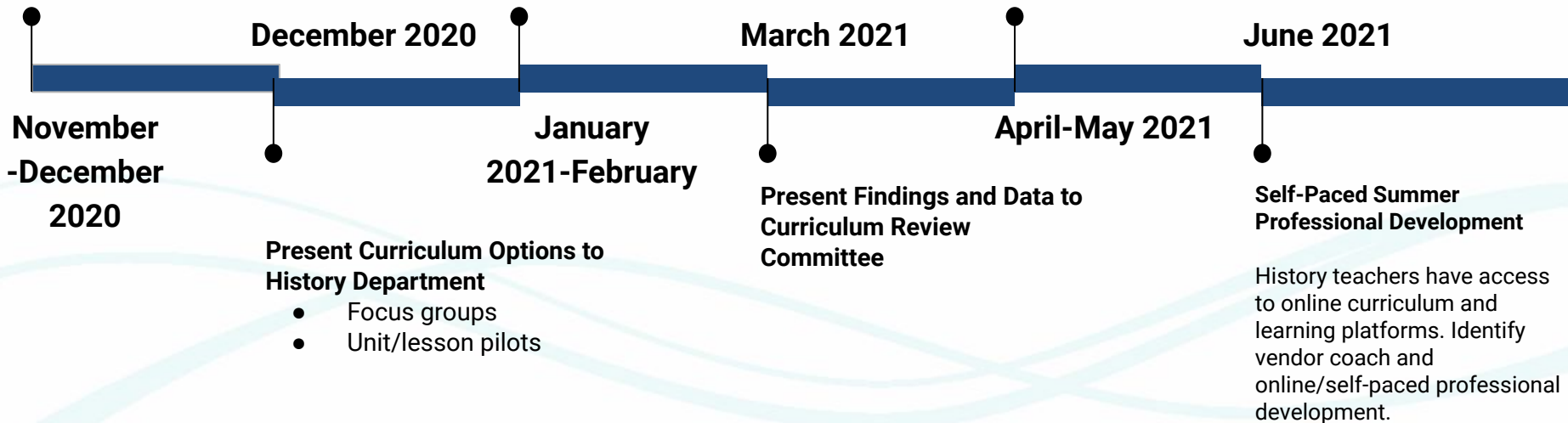
- Standards alignment
- Student outcomes
- Student work analysis
- Research (high performing schools)
- Develop criteria

History Department Presentation and Unit Pilots (Phase 1)

- Teaching and Learning Cycle
- Student feedback

Conclude Pilot (Phase 2)

- Teaching and Learning Cycle
- Student feedback
- Choose and order curriculum





Discussion Question

How does a shift in the History-Social Studies framework create pathways for Common Core alignment, college and career readiness and stronger student outcomes in the Humanities?

Making Waves Academy

Curriculum Review Committee Discussion

Jon Siapno





Agenda

Agenda Item	Time
<p>Pre-reading Discussion</p>	<p>15 Min</p>
<p>Essential Question</p> <p><i>Areas Currently Evolving</i> <i>Areas Worth Exploring</i></p>	<p>25 Min</p>
<p>Closing and Repeat-back</p>	<p>5 Min</p>



Pre-reading Headlines and Q&A

Job Losses in the New Economy

Within hard-hit industries, young, less educated, workers of color are bearing the worst of job losses. For many of those workers, their old jobs won't be coming back, even as the economy continues to open.

Undermatching in a Changing Admissions Landscape

Given broad cancellations of standardized testing this year, what colleges are looking for in applicants may be changing -- potentially permanently.

Accolades Comparable with High-performing Schools

Our outcomes from the Class of 2020 include: a high rate of students with post-secondary plans, admission to more selective institutions and prestigious honors, and a high commitment rate to four-year institutions among Black and African American students.

Optimized for Access through Differentiation

Our counseling model is optimized for college access. Beginning with early guidance in Grade 9, it maximizes admission to a range of colleges for different segments of students.



Essential Question

Given the backdrop of the Strategic Plan, the unprecedented disruptions to college access, and the abrupt future of work, what areas must we evolve to optimize for positive life outcomes for all Wave-Makers?



Strategic Plan

We have defined a set of initiatives to drive progress within each of Making Waves' overarching priorities.

Priority	Key supporting initiatives
Align programs	<ul style="list-style-type: none"> • Develop shared organization-wide metrics • Develop/codify college and career curriculum across MWA and CAP • Focus internal supports on increasing the impact of high-leverage positions (teachers / instructional coaches / CAP coaches)
Refine existing MWA and CAP programs	<ul style="list-style-type: none"> • Access: improve quality/consistency of advisory period programming • Success: reduce administrative tasks for coaches and FSCs • Success: require MWA students to apply/opt-in to CAP program
Position MWF for sustainability and expansion	<ul style="list-style-type: none"> • Drive down cost structure/cost per student, which includes capping all scholarships at \$5k/year • Clarify organization-wide accountability structures / decision rights • Align the work for functional teams to support access and success programming
Develop culture of continuous improvement	<ul style="list-style-type: none"> • Free staff capacity to codify, evaluate, and improve existing practices... • ...and to design pilots/ innovations, leveraging longitudinal student data



Areas Currently Evolving

- As part of the Program Core Team (PCT) of the Strategic Plan, we are exploring an organization-wide framework for continuous improvement.
- Using MicroCollege as an example, we are continuing to think about better differentiating and supporting multiple post-secondary pathways and options.
- We are building earlier opportunities to experience college and career exploration, including exposure to various post-secondary education and career certification pathways.
- To enable our Wave-Makers to experience a heightened sense of self-agency, we are organizing our counseling activities around life milestones, or choice points, that they can expect to experience throughout their lives.
- An engagement survey is collecting data on the life milestones that our alumni Wave-Makers are currently experiencing, or expect to experience soon, to inform our near-term programmatic offering.



Areas Worth Further Exploration

- What can be learned about our college-going students who are experiencing uneven or less than ideal success rates?
- The current counseling model is resulting in students feeling like “they have no choice,” or the decision to go to college has already been made for them.
- Early guidance from college and career counseling doesn’t yet begin until Grade 9.
- There is still shame associated with picking a post-secondary pathway that isn’t college.
- Family engagement through college and career counseling doesn’t fully leverage the unique position of parents and guardians. Currently, we mainly give updates.



Near-Term Priorities

- We are orienting the success of Making Waves Academy in shared organization-wide metrics, particularly Estimated College Completion (ECC) rates, high school completion, college readiness, pathway of choice, student agency, and alumni engagement.
- Through a holistic approach, we are developing and codifying the college and career curriculum across MWA and CAP, and improving the quality and consistency of Advisory.
- Our leaders are focusing internal supports on increasing the impact of high-leverage positions.



Closing and Repeat-back

Thank you