Making Waves Academy

Curriculum Review Advisory Committee

Date and Time

Thursday April 29, 2021 at 10:30 AM PDT

Location

Join Zoom Meeting
https://mwacademy.zoom.us/j/81266866026?pwd=M1RNWU5tOVNGNzdmdFhQZWF0TnpQdz09
Meeting ID: 812 6686 6026
Passcode: mwaboard

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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 committee 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 10 minutes for all speakers, or the two-minute limit may be shortened.

- In accordance to the Brown Act, the MWA Board and its committees 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.
- 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

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:	Spring CRC Pre-Reading 4.29.21_final.pdf

Spring Curriculum Review Advisory Committee
Academic Instruction Team Pre-reading

On-site Learning Discussion

The pre-reading associated with Hybrid Teaching and On-site Learning consists of key articles that have informed on-site learning plans, as well as actual schedules for on-site learning.

- 2021-22 Schedules
- Phase 4 Full Block Schedule
- How to Plan (Holistically) for Hybrid Teaching
- Markers for Phased-in Approach to On-Site Learning

Discussion Question: Based on the materials provided, are we adequately prepared for our schools return to on-site learning. Considering your external experiences and expertise, what wonderings and/or questions arise for you as you engage the shared documents?

Expanded Learning Opportunities Grant Discussion

Our school has an opportunity to plan for the usage of a $763,000 Expanded Learning Opportunities Grant. The grant can be used for summer instructional programming as well as for the core 2021-22 school year. We are asking that the Committee reviews the attached summary in preparation for discussion and ultimately agreement on the proposed plan. The plan will go before the MWA Academy Board for action in the May 2021 Board meeting.

- Overview and Discussion of ELO Grant

Discussion Question:Considering both the global narratives surrounding "learning loss," and your own understanding and experiences, do you think that we are considering the right areas and approach to leverage the ELO grant funding in support of instructional and social recovery?

Academic Instruction Discussion

This area of discussion will focus on history and math curriculum changes as well as curriculum asks for the 2021-22 school year.

Leading with the ask:

- Preview of History, Math, and Sex-Education Asks:These "asks" will be reviewed and discussed for agreement in our 4/29/21 CRC meeting.

Humanities Pre-Reading to Support the Ask:

Formally introducing Ethnic Studies: The following readings share the benefits of Ethnic Studies implementation and its intrapersonal and interdisciplinary benefits as we integrate California's new lesson modules into our classrooms and prepare students for their chosen post-secondary options. Featured articles also explore missteps in implementation that can hinder adoption and speaks to the importance of instructional, mission, and institutional alignment.

- "Is it Time for All Students to Take Ethnic Studies?

Middle School Integrated History Curriculum**:** The following article articulates teacher critiques of our current History curriculum and outlines the criteria used to select a new curriculum.

- "Criteria for Social Studies Instructional Materials"

Discussion Question (Humanities): How can we best engage our community around the importance of the newly adopted California History Framework and Ethnic Studies curriculum? (Consider reflecting on thoughts about aligned instructional practices, engagement with first-time historical and current event topics, and culturally relevant and responsive instruction).

Math Pre-Reading to Support the Ask:

New Diagnostic: This year we learned that IXL is a beneficial instructional tool for teachers, students, and families. However, there is a need for a more consistent and verified diagnostic tool to assess learning over time.

- Internal Assessment Table
- IXL Data and Takeaways
- MAP Growth Factsheet

Curriculum: We know standards-aligned curriculum bolsters standards-aligned and high-quality instruction. Upper school Math faculty have been granted access to Carnegie Learning's digital platform, but are still awaiting physical textbooks to arrive. While waiting for the paper resources, OpenUp released news of their high school curriculum being made available Summer 2021. Due to the middle school students and teachers in grades 6-8 utilizing OpenUp,

as well as its strong alignment to grade-level standards and rigorous content, we have shifted the timeline of curriculum adoption to make space for OpenUp curriculum review. While this sets the timeline back, it is a prudent shift to potentially provide more collaboration, consistency, and continuity to the student and teacher experience at Making Waves Academy.

- Timeline for Curriculum Adoption
- Curriculum Pilot Proposed Plan and associated Teacher Feedback Checklist

Math Discussion Question: What role does collaboration, instruction, curriculum, and assessment have in leveraging positive student outcomes in Math?

General Updates

These updates are in response to requests from the Fall CRC meeting**.**

- Update on Middle School Model Shift for SY 2021-22: After a number of conversations at the student, teacher, school leadership and executive leadership levels, we have made the decision to shift to a full hybrid model in our 5th and 6th grades.
- State Assessment Website: This site gives a glimpse into how we planned for and implemented State Assessments during distance learning.

April 29, 2021:
Curriculum Review Advisory Committee Presentation 4.29.21

Coversheet

College and Career Counseling Presentation & Discussion

Section: II. Curriculum
Item: D. College and Career Counseling Presentation & Discussion
Purpose: Discuss
Submitted by: Jon Siapno
Related Material:
01. Curriculum Review Committee Cover Sheet for Pre-reading 04.14.2021 jss.pdf
02. 5-Year Comparison of UC_CSU Eligibility Rates 04.23.2021 jss.pdf
03. Update on MWA and CAP Alignment 04.15.2021 jss.pdf
04. Applying Futures Thinking to College Admissions 04.08.2021 jss.pdf
05. Student Empathy Mapping 04.17.2021 jss.pdf
06. Innovations in College and Career Counseling 02.26.2021 jss.pdf
07. Advanced Placement (AP) Update 04.14.2021 jss.pdf
08. Course Section Projections for AY 2021-22 04.08.2021 jss.pdf

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

RECOMMENDATION:
College and Career Counseling seeks approval to move forward with a proposal for artificial intelligence and automation with an initial fiscal impact of $3,500. Discussion of other topics, including the future of college admissions.

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Cover Sheet for Curriculum Review Committee Pre-reading
College and Career Counseling

We acknowledge that our discussion time on April 29 is short. Feel free to add any comments or questions related to the pre-reading directly onto this document so that they are captured, even if they are not voiced within the Curriculum Review Committee meeting. Access the document by visiting www.tinyurl.com/mwa-crc-ccc

Pre-reading **connected to our discussion** on April 29:

- **Four-year eligibility rates remain high despite unprecedented changes**
  Despite massive changes in college admissions, the CSU-eligibility rate for seniors remains above 80%. Will the shift to test-optional admissions permanently change how colleges select students? How can we prepare? What data could be predictive of degree completion?
  5-Year Comparison of UC/CSU Eligibility Rates
  Update on MWA and CAP Alignment
  Applying Futures Thinking to College Admissions

- **Testing new ways to reach and learn about disengaged students**
  What causes students to disengage from College and Career Counseling? Through design thinking, we attempt to understand why some students show up and why some don't. Could artificial intelligence and automation help us reach hard-to-reach students?
  Student Empathy Mapping
  Proposal for Artificial Intelligence and Automation

Pre-reading provided as **general updates**:

- **Advanced Placement (AP) passing rates are increasing**
  Last year's Advanced Placement (AP) scholars passed their exams at the highest rate since the start of the AP program at Making Waves Academy.
  Advanced Placement (AP) Update

- **Master schedule will continue to ensure timely a-g completion for all students**
  Small increases in course section numbers can effectively account for projected retention rates and the incoming 9th grade class of 168. Computer science is planned for middle school next year, with an upper school computer science offering planned for 2022-23. The math department recently expressed interest and ability to offer "financial algebra" as early as next year.
  Course Section Projections for AY 2021-22

Preview our **discussion questions**:

Curriculum Review Committee Presentation

Strategic Positioning

Given that the majority of students who enroll in competitive colleges and universities come from affluent families, to what extent should we encourage students to consider "what colleges want to see" when building their profiles, writing their personal statements, or completing other parts of their application?

Estimated College Completion (ECC)

Colleges with higher Estimated College Completion (ECC) rates have competitive admissions. To what degree should we use speculative techniques to get students with non-competitive academic profiles into higher-ECC schools?

Test and Learn

Cognitive Behavioral Therapy (CBT) posits that thoughts and emotions precede human behaviors. If a disengaged student behaves in a way that avoids communication, what are the thoughts and emotions that are causing them to act that way? What set of validating experiences can change the way that disengaged students think, feel, and act in relation to our program?

Test and Learn

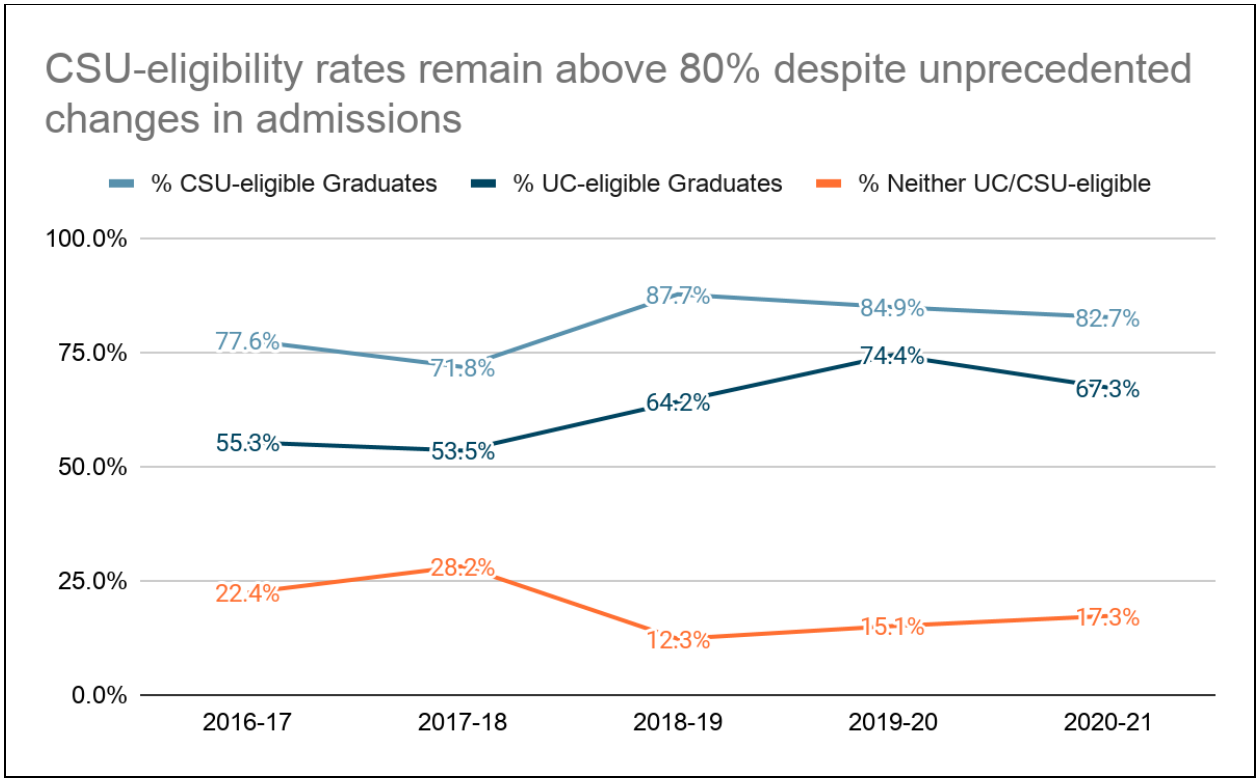
While serving more students would likely result in an increase of inquiries and communication for College and Career Counseling, the number of different questions and requests would likely remain the same, making a case for leveraging artificial intelligence and automation. What other innovative approaches might we test that could help us maintain our outcomes while differentiating at scale?

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5-Year Comparison of UC/CSU Eligibility Rates
College and Career Counseling

CSU-eligibility rates remain above 80% for this year's senior class despite unprecedented changes in admissions. That said, UC-eligibility rates for the Class of 2021 dropped by 7% compared to the prior year.

Based on GPAs alone, a preliminary eligibility forecast for next year indicates that the percentage of students who are neither UC- or CSU-eligible may sharply increase to 35% next year, nearly doubling the current rate.



Supplemental Information

5-Year Comparison of UC/CSU Eligibility and Post-secondary Plans

				COVID-19		
	14th Wave	15th Wave	16th Wave	17th Wave	18th Wave*	19th Wave*
	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Graduation Rate (SARC 4-year Cohort)	94.7%	94.4%	98.7%	94.4%	TBD	TBD
Number of Graduates (4- and 5-year)	76	71	81	86	104 (Max)	99 (Projected)

	Total	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*
UC-Eligible Graduates	42	55.3%	38	53.5%	52	64.2%	64	74.4%	70	67.3%	57	57.6%
CSU-Eligible Graduates	59	77.6%	51	71.8%	71	87.7%	73	84.9%	86	82.7%	64	64.6%
Graduates Neither UC- or CSU-Eligible	17	22.4%	20	28.2%	10	12.3%	13	15.1%	18	17.3%	35	35.4%
Admitted to UC/CSU	57	75.0%	57	80.2%	73	90.1%	77	89.5%	TBD	-	TBD	-
Admitted to any 4-year College or University	57	75.0%	57	80.2%	73	90.1%	78	90.0%	TBD	-	TBD	-
Graduates with Post-secondary Plans	76	100%	69	97.2%	81	100%	85	98.8%	TBD	-	TBD	-
Four-year College Commitment	*58*	*76.3%*	*51*	*71.8%*	*70*	*86.4%*	*69*	*80.2%*	TBD	-	TBD	-
Community College Commitment	*17*	*22.4%*	*18*	*25.4%*	*10*	*12.3%*	*15*	*17.4%*	TBD	-	TBD	-
Military Enlistment	-	-	-	-	-	-	-	-	TBD	-	TBD	-
Job or Job Offer	*1*	*1.3%*	-	-	*1*	*1.2%*	-	-	TBD	-	TBD	-
Trade Program or Apprenticeship	-	-	-	-	-	-	*1*	*1.2%*	TBD	-	TBD	-
Special Education	-	-	-	-	-	-	-	-	TBD	-	TBD	-
Gap Year Program	-	-	-	-	-	-	-	-	TBD	-	TBD	-
No Post-secondary Plan	-	-	*2*	*2.8%*	-	-	*1*	*1.2%*	TBD	-	TBD	-

	Total	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*	*Total*	*Pct.*
May 1 Commitments to College	75	98.7%	69	97.2%	80	98.8%	84	97.8%	TBD	-	TBD	-

*Figures for the 18th and 19th Waves are projections and are subject to change.

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Update on MWA and CAP Alignment
College and Career Counseling

In a continuing effort to align MWA and CAP programs for maximum impact, the following bullet points highlight key milestones from this spring:

- In January 2021, Siapno and Fries began meeting twice a month to discuss all initiatives related to the strategic plan.
- In January 2021, IDEO, a global design and innovation company, hosted a professional development session in human-centered design for members of College and Career Counseling and CAP leaders.
- In February 2021, all members within the Center for Holistic Services at MWA met with leaders at CAP to build community with one another and share perspectives on different types of experiences that could help Wave-Makers succeed after high school, regardless of their post-secondary plans.
- In February 2021, an MOU was reached between Making Waves Academy and CAP, allowing for data to be shared between each organization.
- In February 2021, senior leaders from MWA joined leaders at CAP to collaborate on the communication release of the CAP Opt-in process and scholarship limit change.
- In February 2021, MWA and CAP began to define seven different post-secondary pathways around which to design our support: community college; four-year college or university; military enlistment; job program; current job or job offer; trade program or apprenticeship; gap year program.
- In March 2021, MWA and CAP hosted a focus group for advisors and coaches, creating a space for direct-service staff to community-build with one another and share noticings and feedback related to our respective programs.
- In March 2021, MWA received its first batch of alumni data from CAP, providing student-level information on degrees earned, institutional enrollment, and intervention and exit data.
- In May 2021, MWA and CAP will be hosting a student journey mapping session, facilitated by IDEO, intended to help us see our respective programs from the perspective of our students.

Implications for future work:

- Given that we are collecting more data on college persistence rates and degree completion, what resources might we need to perform a regression analysis to identify early indicators of success after high school?

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Applying Futures Thinking to College Admissions
College and Career Counseling

What

Colleges and universities across the country waived SAT and ACT requirements for seniors this year, shifting the emphasis to other parts of an applicant's profile (See Supplemental Information: Table 1).

Numerous studies[1] show that grades alone[2] are a better predictor of a student's college success than test scores, which may be why so many colleges have felt that dropping the testing requirement would not compromise the academic quality of the admitted class[3]. It is unclear, however, if this shift will permanently change how colleges and universities select students[4].

So What

As an institution, it is imperative that we continue to focus our efforts on collecting weak- and moderate-strength signals of change[5] to anticipate any lasting shifts that might require us to adapt. Applying futures thinking concepts such as *trend identification* and *scenario planning* can enhance our capacity to anticipate change in environments of uncertainty, to surface hidden assumptions, and to uncover strengths and weaknesses within our program and the larger landscape of college admissions.

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[1] Matthew M. Chingos. "What matters most for college completion? Academic preparation is a key of success." *Urban Institute* (2018). URL: https://www.thirdway.org/report/what-matters-most-for-college-completion-academic-preparation-is-a-key-of-success?_ga=2.160657279.356987963.1600115460-523675063.1597943279

[2] Michal Kurlaender and Kramer Cohen. "Predicting college success: How do different high school assessments measure up?" *Policy Analysis for California Education* (2019). URL: https://edpolicyinca.org/publications/predicting-college-success-how-do-different-high-school-assessments-measure-2019

[3] Jeffery Selingo. "Even the coronavirus can't kill SAT and ACT." *The Atlantic* (2020). URL: https://www.theatlantic.com/ideas/archive/2020/09/even-coronavirus-cant-kill-sat-and-act/616360/

[4] Melissa Korn and Douglas Belkin. "College admission season is crazier than ever. That could change who gets in." *The Wall Street Journal* (2021). URL: https://www.wsj.com/articles/college-admission-season-is-crazier-than-ever-that-could-change-who-gets-in-11615909061

[5] For further reading, see: Brennen Barnard. "2021 college admission predictions." *Forbes* (2021). URL: https://www.forbes.com/sites/brennanbarnard/2021/01/01/2021-college-admission-predictions/?sh=5507371c15eb

Now What

College and Career Counseling is currently in the early stages of a test and learn cycle with *trend identification* and *scenario planning*.

Trend Identification

- I have done an initial *trend identification* exercise using CIPHER[6], a trend identification framework from the Future Today Institute, to organize signals that have been noticed and collected by community members.
- In Table 2 and Table 3, I have included an initial CIPHER as an exercise and thought experiment. It is my opinion and hope that the shift to test-optional admissions may be a trailhead for long-term disruptions of policies that are most susceptible to bias and exploitation.
- The application of this method has been more valuable in building my capacity to make meaning of subtle happenings and to foster a culture of foresight, more so than its ability to accurately forecast what may actually occur. I may continue to use CIPHER to organize other incoming signals, or try a different framework altogether.

Scenario Planning

- Following any feedback from our CIPHER exercise, I will collaborate with my department to begin an attempt at *scenario planning* in which we will forecast different future states for college admissions that range from probable, possible, to plausible.

In closing, to quote the most recently released Global Trends report from the National Intelligence Council which examines the forces that will shape our future, “we must be ever vigilant, asking better questions, frequently challenging our assumptions, checking our biases, and looking for weak signals of change[7].”

[6] The CIPHER acronym describes six indicators for trends: Contradictions, Inflections, Practices, Hacks, Extremes, and Rarities. Visit Future Today Institute at https://futuretodayinstitute.com/foresight-tools-2/

[7] “Global Trends 2040: A more contested world,” a publication of the National Intelligence Council (2021). URL: https://www.dni.gov/files/ODNI/documents/assessments/GlobalTrends_2040.pdf

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Supplemental Information

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 Tests			
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	✓		

Table 2. An exercise in CIPHER: The shift to test-optional admissions may be a trailhead in a long-term shift away from policies susceptible to bias and exploitation.

An exercise in trend identification using CIPHER from Future Today Institute: Hope for unbiased college admissions, forged by recent antiracist movements.	
Possible Trend	The shift to test-optional admissions may be the start of a systems-level disruption to remove policies that are most prone to bias and exploitation.
CIPHER Summary	The shift to test-optional or test-blind admissions is coinciding with national uprisings against racism, injustice, and the institutions and structural barriers that perpetuate social strata -- including selective colleges, who have historically served very few students from working-class and low-income families[8], and standardized tests[9], which have long faced accusations that they heavily favor affluent students who can afford coaching.
Implications for Further Research	If the college admissions process were confronted with systems-level disruption and evolution that removed the elements most prone to bias and exploitation, what would be left? What other factors might be considered?

[8]In 2016, The Education Trust identified 113 colleges and universities as “engines of inequality” because very few of their students came from working-class and low-income families. URL: https://edtrust.org/engines-of-inequality/#:~:text=We%20call%20these%20institutions%20%E2%80%9Cengines,aid%20for%20low%2Dincome%20students.

[9] Jeffery Selingo. “Even the coronavirus can’t kill SAT and ACT.” *The Atlantic* (2020). URL: https://www.theatlantic.com/ideas/archive/2020/09/even-coronavirus-cant-kill-sat-and-act/616360/

Table 3. An exercise in CIPHER, a method for collecting signals of change which can be helpful for making meaning of happenings.

CIPHER		
C	**Contradictions** Examples that demonstrate opposing or incongruous forces at play simultaneously.	• Last summer, national uprisings against racism and police brutality, with deeply rooted tensions concerning power, identity, injustice, and belonging, erupted into protests, riots, and lethal violence. • Over the past year, racist rhetoric related to COVID-19 has fueled a rise in hate crimes and lethal violence directed at Chinese Americans and Asians and Pacific Islanders.
I	**Inflections** Occurrences that mark a major turning point or establish a new paradigm.	• The shift to test-optional or test-blind admissions is coinciding with national uprisings against racism, injustice, and the institutions that perpetuate social strata -- including selective colleges, who have historically served very few students from working-class and low-income families, and standardized tests, which have long faced accusations that they heavily favor affluent students who can afford coaching.
P	**Practices** Emerging behaviors that are becoming more pronounced or gaining in popularity.	• Individuals and organizations take clear, antiracist stances and oppose inequality
H	**Hacks** Inventive, unintended uses	• New research from Stanford University[10] identifies a correlation between reported family income and college application essay topics • Studies show harmful disparities in letters of recommendation

[10] AJ Alvero, Sonia Giebel, Ben Gebre-Medhin, anthony lising antonio, Mitchell L. Stevens, Benjamin W. Domingue. “Essay content is strongly related to household income and SAT scores: Evidence from 60,000 undergraduate applications.” Stanford University Center for Education Policy Analysis (2021). URL: https://cepa.stanford.edu/content/essay-content-strongly-related-household-income-and-sat-scores-evidence-60000-undergraduate-applications

	for tools, technologies, and systems.	that favor white male applicants in college admissions[11], medical residency placements[12], and internships[13].
E	**Extremes** Instances of technologies, functions, or concepts, being pushed to new limits that might change the nature of their use.	• Using Customer Relationship Management (CRM) for college admission, with the debut of "connected joins" on Slate (a leading college admissions CRM) which can enable colleges to amass troves of student data and activity for analysis and, potentially, predictive analytics • Salesforce (a leading CRM) has a native AI called Einstein • Artificial Intelligence is being used for student support in higher education • Algorithmic hygiene[14] in artificial intelligence could potentially help detect bias and mitigate against it in a consumer setting. I suspect that findings may spill-over from consumer goods to college admissions to also, potentially, prevent against bias, exploitation, and fraud. • InitialView, used to verify identities of international applicants via video releases new feature for domestic applicants to include a 90-second video introduction as part of their application, and share that they are prioritizing integration with Slate (InitialView is a company with the former Director of Admissions at UC Berkeley on staff)
R	**Rarities** Highly unlikely	• COVID-19

[11] Patrick Akos, Ph.D. and Jennifer Kretchmar, Ph.D. "Gender and ethnic bias in letters of recommendation: Considerations for school counselors." *ASCA Professional School Counseling* (2017). URL: https://www.schoolcounselor.org/getmedia/11e887c3-bf04-4345-90c0-432f7dd8d69a/Gender-Ethnic-Bias.pdf

[12] David A. Ross, Dowin Boatright, Marcella Nunez-Smith, Ayana Jordan, Adam Chekroud, Edward Z. Moore. "Differences in words used to describe racial and gender groups in Medical Student Performance Evaluations." *PLoS ONE* (2017). URL: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0181659#abstract0

[13] Chris Houser and Kelly Lemmons. "Implicit bias in letters of recommendation for an undergraduate research internship." *Journal of Further and Higher Education* (2017). URL: https://www.tandfonline.com/doi/abs/10.1080/0309877X.2017.1301410

[14] Nicol Turner Lee, Paul Resnick, Genie Barton. "Algorithmic bias detection and mitigation: Best practices and policies to reduce consumer harms." *Brookings Institution* (2019). URL: https://www.brookings.edu/research/algorithmic-bias-detection-and-mitigation-best-practices-and-policies-to-reduce-consumer-harms/

	or unexpected events and phenomena; Black Swan events.	

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Student Empathy Mapping
College and Career Counseling

What
Participation data from Making Waves Academy and exit and dismissal data from CAP show that there is a group of students who aren't being reached to the degree to which we would like. While Making Waves, as an institution, is designed to support Wave-Makers from fifth grade through first career, it relies on students opting-in and maintaining two-way communication to access its resources.

So what
Last year, College and Career Counseling began to explore *shame* as a root cause for Wave-Makers perceiving our programming as irrelevant or unsatisfactory, causing them to become non-communicative or disengaged as students or alumni of Making Waves Academy.

What causes students to opt-in or opt-out of what we have to offer?

Now what
In an effort to create a better experience for all students, but especially those who have become non-communicative or disengaged, an internal survey of Wave-Makers was conducted this year using two methods from design thinking: *persona mapping* and *empathy mapping*. The goal of using these human-centered design approaches was to test a new way for building empathy for our students through identifying and understanding their situations, thoughts, feelings, and behaviors.

Implications for further research:

- Does our program incorporate any practices that may be unintentionally frustrating or aggravating the experiences of different students?
- Using the empathy maps, are there patterns among students who opt-in or opt-out of College and Career Counseling events or programming?
- Using the empathy maps, are there patterns among students who are non-communicative as students or alumni, who "melt" after high school graduation, or who have "no plan"?

We will continue to collect feedback on the survey and, for as long as its findings seem relevant or effective, will use the empathy maps as a supplemental lens to differentiate our programming.

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Supplemental Information

How we conducted the survey
The survey relied on interviews with students and advisors over two phases:

- In the first phase, students were asked a broad question: “As a high school student, what questions do you ask yourself or wish you could ask?” Advisors were also asked a similar question: “What do your advisees ask, or wish they could ask?” Responses were gathered and were grouped into themes, which provided the basis for three student personas: “underdogs and achievers,” “cautious self-observers,” and “pragmatists and survivors.”
- In the second phase, more students were interviewed and asked to build an empathy map for each persona. After describing the desired outcomes of the survey, students were shown each persona and asked to provide their responses to each of these questions: “What does this student persona see on campus? What do they hear? What do they think? How do they feel? What do they then do? What do they say?”

What is an empathy map?
An empathy map is a visualization tool used to articulate what a team knows about a user. This tool helps teams build a broader understanding of the “why” aspect behind user needs and wants. This tool forces teams to practice empathic design, which shifts the focus from the service they want to build to the people who will use the service. As a team identifies what they know about the user and places this information on a chart, they gain a more holistic view of the user’s world and their problems or opportunities.

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Table 1. Three personas of Wave-Makers.



Achievers and Underdogs ask questions like, “Can internships be done online?” or “How do I bring up my GPA?” They do their work on time, get out of their comfort zone, and weigh their options when making decisions. They see an abundance of people and opportunities to help them, which makes them feel powerful and overwhelmed. They hear things like, “You’re doing great” and “You’ve got this.” They tell themselves that “It will be worth it.”

Cautious Self-observers ask questions like, “How do I make friends?” or “How do I ask my teacher for help without bothering them?” They procrastinate, think about their dreams without acting on them, and compare themselves to others. They see how “easy” it is for other people to succeed and have friends, which makes them feel anxious, self-critical, and stuck. They hear things like, “Don’t be shy” and “You have to participate more.” They ask themselves, “Why am I like this?”

Pragmatists and Survivors ask questions like, “Am I going through depression?” or “What if I don’t have a safe family to go home to?” They are adverse to receiving help, they pick up hobbies (but drop them quickly), and avoid family conflict. They see time running out, no one to look up to, and emotional reactions from their parents, which makes them feel hopeless, unworthy, and angry. They hear things like, “Use your planner” and “Don’t be lazy.” Things they say to themselves include “I’m dumb,” “When will this end?” and “It doesn’t matter anyways.”



Table 2. Empathy mapping for "pragmatists and survivors."

"Pragmatists and Survivors"	
What they see and hear in their world	
Seeing	Others achieving People succeeding The group of smart kids They see other people doing their work, but they feel lost More attention on people that don't have as much trouble Everything that they wish they could do Other people succeeding easily Time running out No one to look up to People helping others Parents' reactions No one these days
Hearing	"Use your planner." "You just need to get work done." "Just do it." "Ask for help." "You need to prioritize better." "Just do it. It's not that hard." "Why aren't you doing your work?" "What's going on at home?" "You should just do it later." "You've got this" "Don't be lazy" "Just try, come on!" "You need to do it if you want good grades." "If you put in more effort.."
Thoughts	
Thinking	"It's not that hard. Why am I struggling?" "Is there something wrong with me?" "I'm not good enough." "Why can't I just be like so and so?" "Why can't I do better?" "Am I good enough?" "How can I get away?" "It doesn't matter anyways." Negatively "What am I doing?" "What is my purpose?"

	“When will this end?” “Why does it matter?” “How does this help?” “I’m dumb” Comparing themselves to others “I don’t see a way to change.” “I don’t care anymore.” “I can’t wait to get out of here.” "I’m so done."
Emotions	
Feeling	Bad Stressed Hopeless Not good enough Hopelessness Unmotivated and disappointed Loneliness Not enough Lonely Alone Pointless Unworthy Worrying about other struggles instead of school Prioritizing things instead of school because they feel like school isn’t for them Stressed Hopelessness Stress Like they aren’t able to do it Overwhelmed Anxiousness Drained No motivation Tired Angry Disconnected Not seen Pressured Not understood Lost Anxious
Behaviors	
Doing	Procrastinating Avoiding familiar conflict

	Distracting themselves Keeping parents appeased Putting things to the side Doing bare-minimum work Procrastinating Giving up hope Putting others before themselves and not worrying about school Avoiding Self-soothing Taking up hobbies and dropping them quickly Ignore Alone Aversion to help
Saying	“Am I going through depression?” “I’m completely turned off by college and school.” “How do I deal with frustrating people at home?” “What if I have to take care of my parents?” “I need to get out of my house so people get off my back.” “I want to work.” “I just need to graduate.” “How am I supposed to think about the future if I’m just trying to survive each week?” “How can I recover credits?” “What if I am struggling with homelessness?” “What if I don’t have a safe family to go to?”

Table 3. Empathy mapping for "cautious self-observers."

"Cautious Self-observers"	
What they see and hear in their world	
Seeing	Other people succeeding Too many possibilities How "easy" it is for others People who know what they want in life and have a plan Other people's talent Others having friends Seeing others passing tests Other people doing what they want to do People succeeding People with set goals People with more of a sense of where they're going
Hearing	"What interests you?" "Follow your dreams." "Make a plan." "Don't worry about the money." "You just need to put yourself out there." "You have to participate more" "It's not that hard." "Don't be shy." "Just speak." "Don't worry you'll be fine." "You'll get it done." Everyone else's plans. "Don't worry about it." "You'll be happy anywhere you end up."
Thoughts	
Thinking	"Why am I like this?" "Why is it easy for others?" "Am I missing something?" Thinking a lot about the past and worrying about the future Constant self-reflection Think about how they're stuck here "Time is moving too fast." "Why can't I just speak?" "I'm going to fall behind." "What if.." "What the heck am I doing?"



	Aaaack "What is my purpose in this life?"
Emotions	
Feeling	Anxious Overwhelmed Unsure Confused Enough, but they could do better Stuck Stressed Depressed Pressured Hard on themselves Confused Tired Self critical Sometimes excited, but hard to control that feeling
Behaviors	
Doing	Doubting themselves Hesitating Thinking about their dream, but not starting Just enough to get through things Compare self to others Doing homework, but don't know why Meeting deadlines Internet rabbit holes of exploration Following expectations Not going the extra mile Try to do what they think is their best Satisfied with the bare minimum Wanting to do something but opting out of doing it Procrastinate Doing what needs to be done
Saying	“Why are the good kids always praised?” “I’m alone all the time.” “How do I reach out to my teacher without bothering them?” “How will my parents understand that I am not like them?” “How do I make friends?” “I only want to go to SF State or East Bay.” “I go to clubs based on my friends’ interests, not my interests.” “How should I act in college?”

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Table 4. Empathy mapping for "underdogs and achievers."

"Underdogs and Achievers"	
What they see and hear in their world	
Seeing	Opportunities to be used Opportunities Resources People to help them Collaboration Too many opportunities A challenging "wall" of applications Opportunities Resources People being there to help People reaching out to them Availability More work to do Outreach Competing even more Thoughts of what school used to be like
Hearing	"You're doing great." "Keep going." "Good job." "Don't burn out." "Try new things." "Just a little bit more." "You got this." "It's ok to be tired." "What do you want to do in the future?" "You are a star student." "Great job." "Wow, I wish I can be like you." "You're set." "Nice job, again! So predictable, wow!"
Thoughts	
Thinking	"I have to finish." "Just a little bit more." "I'm almost done." "A bit more, then I'll be free." "I'm so tired." "I have to do everything." "It will be worth it."

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	“I am doing it for a reason.” “It’s for the future.” Afraid to disappoint others “If I don’t get an ‘A,’ I’m a failure.” “What do I want to do when I’m older?" “I can’t let them down.” “What if I don’t pass?” “What if I don’t make enough money?” “What if others are better at my own job?” “I need to do this to help my future” "I have to do this, if not..." “Am I doing this right?” “What if....?” "This is for the future."
Emotions	
Feeling	Overwhelmed by options Powerful Seen and heard If f they stop, they fall They are able to self-initiate Overwhelmed Stressed If they know nothing about the real world Tired Pressured Excited but unsure of the future Pressured Overworked Burnt out
Behaviors	
Doing	They are doing their work Weighing their options They try They get tunnel vision in what they're doing Going outside their comfort zone Their work on time Do all their work Dedicate themselves to school Help others Base their value on (test) scores Overworking The most Completing their work on time

	Effort into everything Get underchallenged
Saying	“What can I do to build up my resume in the next few months?” “Can internships be done virtually?” “When will SAT and ACT prep begin?” “How do I bring up my GPA?” “I have less than a 2.0 GPA. Can I still go to a four-year college?” “Am I in the right classes?” “How do I make sure that the clubs I’m in look impressive on paper?”



Innovations in College and Career Counseling

Making Waves Foundation

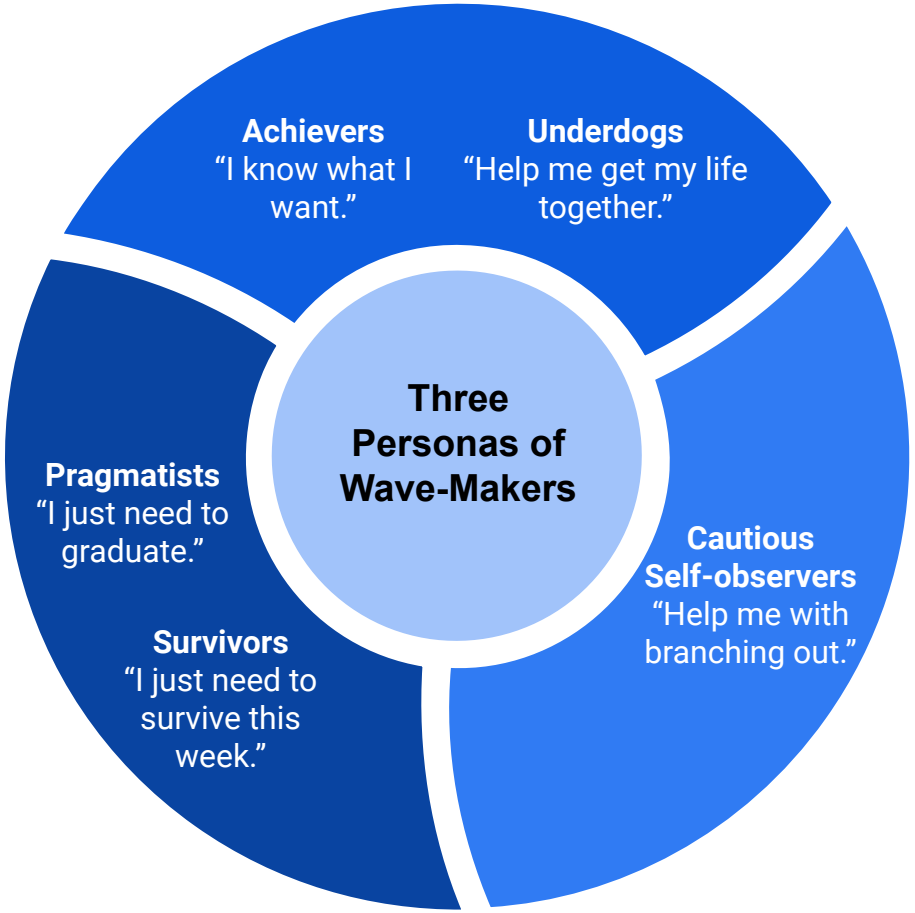
CAP

MAKING WAVES ACADEMY

As part of the Strategic Plan, College and Career Counseling is experimenting with several test and learn innovations

Strategic priorities	*Outcomes / rationale*	*Test and learn innovations*
1 **Align MWA & CAP programs** for maximum impact from 5th grade through college.	• Aligned college access and success programing will enable a **better student experience and stronger outcomes**	• Student **persona** mapping, anchored in **life milestones and experiences**
2 **Refine existing MWA & CAP programs** to increase efficiency, effectiveness, and impact	• Increased impact and efficiency will enable us to **serve more students** without sacrificing quality	• Self-service offering powered by **artificial intelligence** and **automation** to complement direct service offering
3 Position MWF for **sustainability and expansion**	• Orienting toward our program outcomes will position the organization for **long-term financial sustainability and success**	• Reach and accommodate more students through **technology**
4 Develop a culture of **continuous improvement** to spur, **learning, growth, and innovation**	• Prioritizing learning will help to **drive impact and efficiency** while also helping others to **replicate some of our success**	• **Instructive** to other MWA teams • **Accessible** to the community as soon as AY 2021-22

In an effort to create a better experience for all students, an internal survey of Wave-Makers revealed three distinct student personas



Achievers and Underdogs ask questions like, "Can internships be done online?" or "How do I bring up my GPA?" They do their work on time, get out of their comfort zone, and weigh their options when making decisions. They see an abundance of people and opportunities to help them, which makes them feel powerful and overwhelmed. They hear things like, "You're doing great" and "You've got this." They tell themselves that "It will be worth it."

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Our current programs reach “achievers and underdogs,” but “pragmatists and survivors” are increasingly becoming non-communicative and unreachable

Essential Question and Design Challenge

How might we create an **ecosystem of knowledge and support** that is simple, digestible, and easy to find…

...for self-directed students (**achievers and underdogs**), students who are vulnerable to discouragement (**cautious self-observers**), and students who have life priorities that compete with school (**pragmatists and survivors**)…

...without sacrificing the **high-touch approach** and **outcomes** already associated with our current program?

“This is a pretty solid layout of students at Making Waves Academy. The achievers are the ones that get the most praise. The ones that struggle a bit more or who are not as motivated are pushed to the side and not acknowledged.”

- Student Member of Brain and Psychology Club

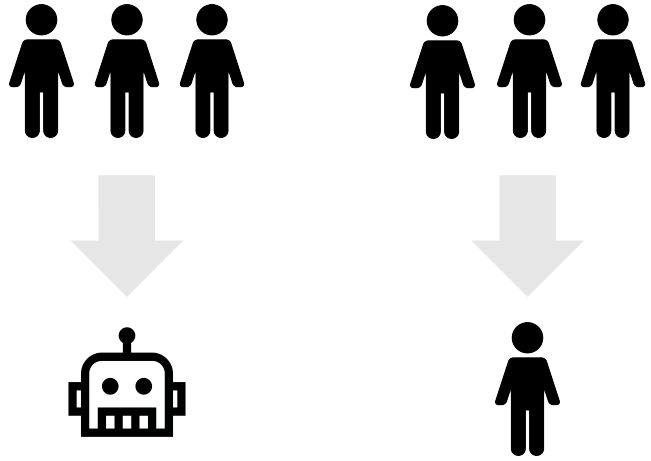
College and Career Counseling is asking for a test and learn budget of $3,500 to experiment with artificial intelligence and automation in an effort to reach and accommodate students that are not being reached now and to test a scalable platform that can guide our Contra Costa expansion

CURRENT STATE
"What we are doing now"
(direct service only)

Self-directed students move at the **pace of the staff person** and high-needs students receive individualized support **when time is available**.

A self-service offering that complements our direct services can allow for more student support, when and where it's needed

FUTURE STATE
"What we want to do"
(self-service and direct service)



Self-directed students receive the **right information** at the **right time**.

More time to provide direct service support to all students where it's needed.

In order to reach our future state, we are seeking a substantive investment in technology. That said, an initial comparison of vendors was inconclusive.

Salesforce is an enterprise database that has a native solution for each of our social impact requirements.

Annual Licensing: $40,000 (3yr Contract)
Integrations: $2,000 (Optional)
Implementation: $6,000 (One-time)
Consulting: $115,000 (Optional)
Maintenance: +1 FTE, Salesforce Admin.

First year investment would not exceed **$300,000** and +1 FTE as a Salesforce Administrator. (3 Year Contract Req.)

Intercom is a conversational support and knowledge base platform that would require additional software integrations.

Annual Licensing: $18,000
Integrations: $3,500 (Required)
Implementation: $0
Consulting: $0
Maintenance: $0

First year investment would not exceed **$21,500**.

Zen Desk is a ticketing solution and knowledge base platform that would require additional software integrations.

Annual Licensing: $7,500
Integrations: $3,500 (Required)
Implementation: $0
Consulting: $15,000 (Optional)
Maintenance: $0

First year investment would not exceed **$26,000**.

A test and learn approach will help us clarify the social impact requirements for this project, which will help us decide upon the solution that is best-fit for our needs.

Our test and learn approach will be modular, cyclical, and accompanied by success measures with regular cycles of reporting-out to demonstrate progress

	Current State Today	Test, Learn, Inform 8-Week Cycles	Future State 2-3 Year Deployment
Program Features			
A team of **direct service staff members** that provide knowledge and support through: one-on-one and small group guidance; workshops and office hours; video conferencing, emails, phone calls, and texts; lessons in Advisory, assemblies and wave meetings; and parent and family meetings. (Direct Service)	✓	✓	✓
Automated notifications through email and text to increase student and family communication during periods of time where staff members are consumed with labor-intensive activities like processing class schedules, determining academic credit standing status, and college application completion. (Direct Service with Automation)	-	+$588	+$588
A **virtual assistant** that can resolve support inquiries, ask for clarification, and redirect users to contact a staff member if needed. (Disambiguation and Escalation) (Self-Service)	-	+$1,440	+$1,440
A **virtual assistant** that can be reached through live chat, email, and text. (Omnichannel) (Self-Service)	-	+$540	+$540
A **virtual assistant** that can facilitate appointment scheduling. (Appointment Scheduling) (Self-Service)	-	+$864	+$864
A **virtual assistant** that can provide multilingual content. (Language Support) (Self-Service)	-	-	+$0
A **virtual assistant** that can provide individualized support by pulling student-specific information from a database. (Data Dipping and Webhooks; requires a CRM) (Self-Service)	-	-	-
A **database** that allows for staff collaboration on user information, documentation, and reporting from Grade 5 to Alumni. (CRM)	-	-	-
A **knowledge base** that is easy to search and can be accessed by any community member. (Knowledge Base with Multilingual Support, usually bundled with a CRM*) (Self-Service)	-	-	*
Estimated Annual Cost	No Change	+$3,500	Varies Widely
Success Measures			
% of students who have engaged via direct service and self-service, disaggregated by personas, grade levels, and subgroups	13.5%	70%	80%
% of test and learn questions that are answered - see next slide	0%	90%	

DRAFT

In addition to success measures, there are several questions that need to be answered before making a substantive future state investment

- To what degree does this technology investment align with the efforts of Information Technology and Applied Technology at Making Waves Academy, Making Waves Foundation, and CAP?
- What additional one-time or recurring costs might be associated with an investment in future state technology, such as fees for consulting, maintenance, or implementation?
- In choosing a database or CRM, what information could help us decide on whether to pursue an out-of-the-box package like ZenDesk (low-cost, little customization), Intercom (mid-range pricing) or a custom development like Salesforce (high-cost, high customization)?
- How would the responsibilities of current staff members be rearranged to align with this new direction?
- How quickly can direct service and self-service features be updated to push-out content that reflects a changing landscape in college admissions and the workforce?
- What is the estimated cost per student in the current state versus future state?
- Other questions

DRAFT

Key stakeholders have given early-slice feedback and input already, with room for more feedback and guidance

- Each members of the Program Core Team: collected early guidance on connection to strategic plan, particularly around scaling our college and career program
- Received guidance from Crews-Gamez and Greene (confirming personas; also guidance on responses to questionable content, including self-harm revealed to a bot)
- Received guidance from Edwards and Williams on implementation approach, capacity needed, technical requirements, and privacy requirements needed of technology solutions
- College and Career Counseling, developing and confirming personas and participating in technology demos to confirm use-cases in test-and-learn and future states
- Input and guidance from students on personas and help from a virtual assistant: ASB, Climate Justice Club, Life Hacks Club, Brain and Psychology Club, Journalism and Multimedia Club
- Input and guidance from 11th grade and 12th grade advisors on personas
- Input and guidance from vendors, including Ben Woo at Salesforce, Ross Chan at Belmar (Salesforce Consultants), DJ Slaughter at Intercom, Sam Magnus at ZenDesk, and Marlon DeAssis at HubSpot
- More input planned throughout test and learn phase

DRAFT

Thank you.



Making Waves Foundation

CAP

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Advanced Placement (AP) Update
College and Career Counseling

In 2020, 45% of Advanced Placement (AP) Scholars passed their AP exams with a score of 3 or higher, the highest rate since the start of the AP program at Making Waves Academy.

Two subject areas were bright spots for the Academy, with 95% scoring a 3 or higher in AP Spanish Language and Culture and 46% scoring a 3 or higher in AP Calculus AB.

SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	91	82	104	140	140
Number of Exams	131	144	158	231	248
AP Students with Scores 3+	23	19	28	47	63
% of Total AP Students with Scores 3+	25.3	23.2	26.9	33.6	45.0

Advancement Placement (AP) Enrollment and Passing Rates by Subject				
	2018-19		2019-20	
Course	**# of Students Enrolled**	**# of Student Scored 3 or Better**	**# of Students Enrolled**	**# of Student Scored 3 or Better**
English Language and Composition	0	0	30	18
Spanish Language and Culture	20	19	25	23
United States History	55	7	56	9
United States Government and Politics	28	10	22	10
Psychology	71	12	71	21
Calculus A/B	13	6	12	3
Biology	18	2	0	0
Statistics	26	5	32	2

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Course Section Projections for AY 2021-22
Making Waves Academy Upper School

A-G and CDE Requirements		Making Waves Academy Course of Study		
Content Areas	*Required*	*Courses Offered*	*Sections 2020-21*	*Sections 2021-22*
A. History and Social Science	2 Years	**World History**	4	4
		United States History	2	2
		AP United States History	2	2
		United States Government (0.5)	3	3
		AP U.S. Government and Politics (0.5)	1	1
		Economics (0.5)	4	4
B. English	4 Years	**English I**	6	6
		English II	6	6
		English III	3	3
		AP English Language and Composition	1	1
		CSU Expository Reading and Writing	4	4
C. Mathematics*	3 Years	**Algebra I**	6	7
		Geometry	5	7
		Algebra II	5	7
		Pre-Calculus	3	3
		AP Statistics	3	2[1]
		AP Calculus AB	1	1
D. Laboratory Science	2 Years	Earth and Space Science	6	6
		Biology	5	6
		Modern Physics and Chemistry	5	5
		Introduction to Health Sciences (CTE)	2	3
		Anatomy and Physiology (CTE)	2	2
		Medical Terminology (CTE)	2	2
		Advanced Patient Care (CTE)	2	1
E. Language Other Than English	2 Years	**Spanish I**	5	6
		Spanish II	4	4
		Spanish III	3	3
		AP Spanish Language and Culture	1	1
F. Visual and Performing Arts	1 Year	**Fundamentals of Art**	5	5
		Ceramics	0	0[1]
		Advanced Art	3	3[1]
		Introduction to Drama	0	1[1]
G. College Preparatory Elective	1 Year	AP Psychology	3	3[1]
		Computer Science: Cisco Academy	0	0[2]
California Department of Education	2 Years	**Health and Wellness I**	4	5
		Health and Wellness II	4	3
Student Support		Resource	6	6[3]
		Online Learning for Credit Recovery	3	3
		Online Learning for Electives	1	1[4]
		Advisory	20	22

Courses listed in **"blue"** fulfill A-G and MWA graduation requirements. Courses listed in **"black"** are A-G recommended courses or electives.
All courses are year-long and eligible for 1.0 credit towards graduation. Courses indicated as 0.5 are semester-long courses.

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Endnotes

[1] The number of sections offered for this course can increase or decrease with minimal impact on the ability of the master schedule to ensure a four-year pace to graduation for all upper school students.
[2] Computer Science: Cisco Academy is planned for 2022-23 in the upper school. A computer science experience is planned for the middle school in 2021-22 through Codesters.
[3] The number of sections offered for Resource is based on need, as recommended by the Director of Special Education.
[4] Online Learning for Electives is a course designed to offer students access study subject areas that are not taught at Making Waves Academy. The number of sections offered for this course can increase or decrease with minimal impact on the ability of the master schedule to ensure a four-year pace to graduation for all upper school students.

*While no formal proposal is being brought before the Curriculum Review Committee, the math department recently expressed interest and ability to offer “financial algebra” as a junior-year or senior-year alternative to pre-calculus. I mention it here in the event that there is interest in attempting to fast-track this offering for next year. Having said that, the department is interested in exploring this course at any point in the future.

Projected Student Enrollment by Grade

AY 2021-22		
Total		481
Grade 12		99
Grade 11		98
Grade 10		116
Grade 9		168

Coversheet

Day of Slides

Section: II. Curriculum
Item: E. Day of Slides
Purpose: FYI
Submitted by:
Related Material: 09. Curriculum Review Committee Slide Deck 04.14.2021 jss.pdf
CRC Slides 4.29.21.pdf



Curriculum Review Committee
College and Career Counseling

Learn. Graduate. Give Back.

Agenda

Agenda Item	Time
Pre-reading Discussion	15 Minutes
Access and Match Strategy Differentiation and Scale	25 Minutes
Closing and Repeat-back	5 Minutes

Pre-reading and Q&A

Agendized for discussion today

Access and Match Strategy ✔

Four-year eligibility rates remain high despite unprecedented changes

- 5-year comparison of UC/CSU eligibility rates
- Update on MWA and CAP alignment
- Futures thinking in college admissions

Differentiation and Scale ✔

Testing new ways to reach and learn about disengaged students

- Student persona mapping
- Proposal for artificial intelligence and automation

Do you wish to elevate any of the following general updates for discussion today?

Course Offering

Advanced Placement (AP) passing rates are increasing

- Advancement Placement (AP) update

Course Offering

Master schedule will continue to ensure timely a-g completion for all students

- Course section projections for AY 2021-22
- Computer science planned for middle school
- Math department expressed interest in “financial algebra”

Cover Sheet for Curriculum Review Committee Pre-reading

Access and Match Strategy

Where should MWA aim to be between:

Backwards-plan our guidance by using the application requirements and recommendations as outlined by UC, CSU, and Common App.



Use speculative admissions techniques like demonstrated interest, capstone projects, video submissions, and special letters of recommendation.

Implications

Estimated College Completion (ECC) Given that colleges with higher Estimated College Completion (ECC) rates have competitive admissions, to what degree should we use speculative techniques to get students with non-competitive academic profiles into higher-ECC schools?

Access and Match Strategy

Where should MWA aim to be between:

Students write college application essays authentically, choosing topics that are important to them.



Use the Stanford University essay study to help students choose topics that signal affluence, with the intent of gaining admission to higher-ECC colleges.

Implications

Strategic Positioning Given that the majority of students who enroll in competitive colleges and universities come from affluent families, to what degree should we encourage students to consider “what colleges want to see” when writing their personal statements or completing other parts of their application?

Differentiation and Scale

Where should MWA aim to be between:

Continue to optimize for our students who are satisfied with our program, maintain ongoing communication, and meet our expectations.



Learn from non-communicative students who are dissatisfied with our program or who see us as irrelevant, causing us to undo some practices.

Implications

Test and Learn Cognitive Behavioral Therapy (CBT) posits that thoughts and emotions precede human behaviors. If a disengaged student behaves in a way that avoids communication, what are the thoughts and emotions that are causing them to act that way? What set of validating experiences can change the way that disengaged students think, feel, and act in relation to our program?

Differentiation and Scale

Where should MWA aim to be between:

Maintain our current service delivery model, where the student-to-counselor ratio has a negative correlation with the availability and quality of support.

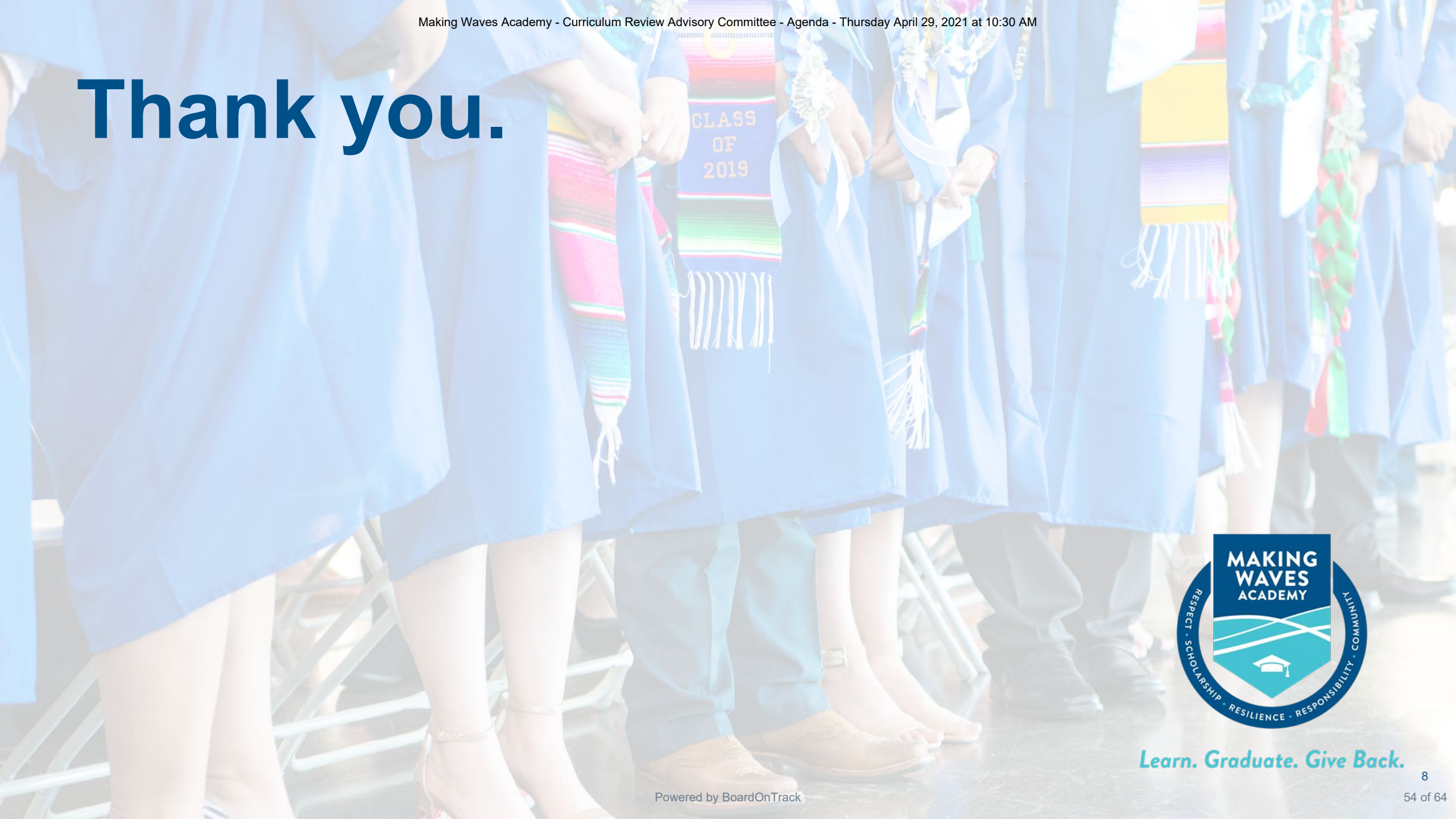


Test new service delivery models that can allow for differentiated support on demand, but would reduce human interaction with self-directed students.

Implications

Test and Learn While serving more students would likely result in an increase of inquiries and communication for college and career counseling, the types of different questions and requests would likely remain the same, making a case for leveraging artificial intelligence and automation. What other innovative approaches might we test that could help us maintain our outcomes while differentiating at scale?

Thank you.



MAKING WAVES ACADEMY

RESPECT • SCHOLARSHIP • RESILIENCE • RESPONSIBILITY • COMMUNITY

Learn. Graduate. Give Back.



Curriculum Review Committee
Academic Instruction

Learn. Graduate. Give Back.

Agenda

1. Overview (5 Min)

2. On-Site Learning (30 Min)

3. Extended Learning Opportunities Grant (20 Min)

4. Curriculum Asks (20 Min)



Overview

Share context and how Pre-Reading will be engaged



Return to On-site Learning

Discussion Question: Based on the materials provided, are we adequately prepared for our schools return to on-site learning. Considering your external experiences and expertise, what wonderings and/or questions arise for you as you engage the shared documents?

- Phased-in Approach and Model Overview
- Forecast of Various Scenarios
- Bell Schedules for all Phases

Extended Learning Opportunities Grant

Discussion Question: Considering both the global narratives surrounding “learning loss,” and your own understanding and experiences, do you think that we are considering the right areas and approach to leverage the ELO grant funding in support of instructional and social recovery?

- Context and Expectations

- Unpack HOW the plan responds to learning loss recovery
  - What are we optimizing for?
  - What are our Success Indicators and Metrics?
  - How does the ELO Grant plan align with our SY2021-22 plans?

- Obtain agreement on next steps

SY2021-22 Curriculum Asks

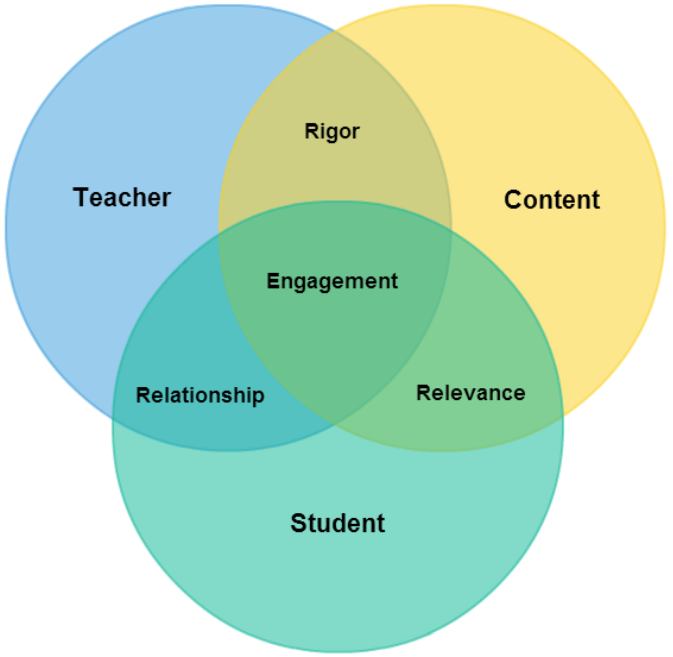
Content Area	Ask	Platform	Fiscal Impact
Math Schoolwide	New Math Diagnostic Tool	MAP Growth Assessment	$40,000
Math Upper School	Continue curriculum pilot fall 2021	Carnegie Learning and Open Up (Available Summer 2021)	$10,000
History Middle School	New History Curriculum	Discovery Education	$45,000
Health and Wellness Upper School	Renew Sexual Education Contract	Sexucation	$10,000

Update: Integrate New CA Ethnic Studies Integrated Lessons; No fiscal impact

Humanities

Discussion Question: How can we best engage our community around the importance of the newly adopted California History Framework and Ethnic Studies curriculum? (Consider reflecting on thoughts about aligned instructional practices, engagement with first-time historical and current event topics, and culturally relevant and responsive instruction).





Math

Discussion Question: What role does collaboration, instruction, curriculum, and assessment have in leveraging positive student outcomes in Math?

Anchoring in a variety of assessments

	ANet/IAB	MAP Growth (Proposed)	IXL
Purpose	Interim Data	Diagnostic Data	Instructional Tool
Compliance	ESEA	AB 1505 Verifiable Data	Supplemental

Anchoring in alignment of practice



- *Collaborates with colleagues (department and grade level)*
- *Facilitates learning and ensures students are doing the heavy cognitive lifting*
- *Supplements curriculum in ways that enrich the learning experience for students*
- *Assesses students in a variety of ways and triangulates data to paint a full picture of where students are in their learning journey*

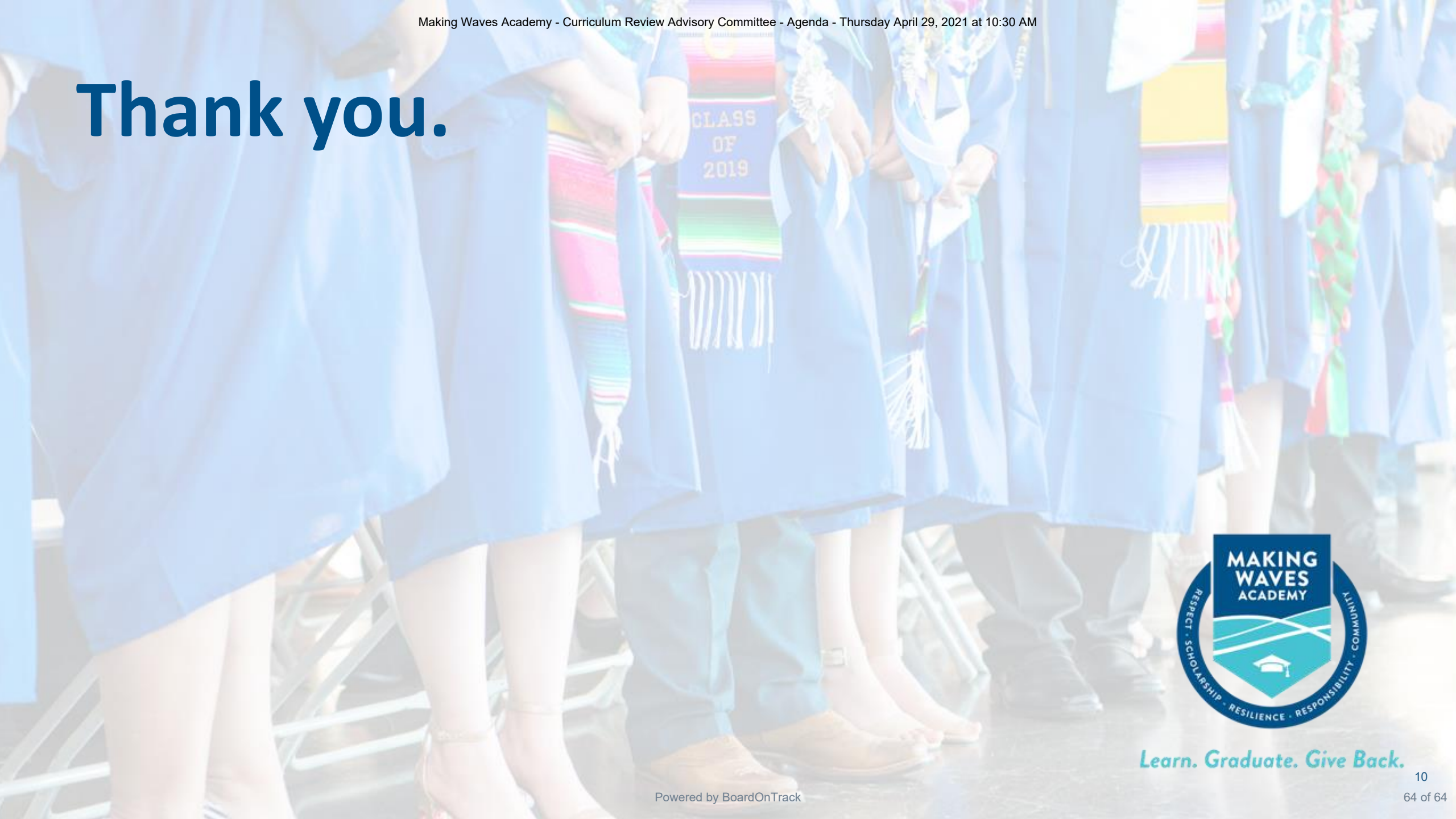
Revisit the Asks for Agreement

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- Engage and respond to questions
- Obtain agreement on next steps

Thank you.



MAKING WAVES ACADEMY

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