



## Making Waves Academy

### Curriculum Review Advisory Committee

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#### Date and Time

Thu Oct 21, 2021 at 10:30 AM PDT

#### Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/83123164721?pwd=MVUyY1hwUWcwSUUpOY0VPaUxpL0Yrdz09>

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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](mailto:emartinez@mwacademy.org) or 510-227-9856.**

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

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- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

## 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 ten 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 may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
  - **If you would like to send your request to speak prior to the meeting, please email your request to [emartinez@mwacademy.org](mailto: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.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

## Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
  - *Hacer comentarios sobre los puntos del orden del día*
  - *Hacer comentarios sobre puntos no incluidos en el orden del día*

- **Las presentaciones están limitadas a dos minutos cada una, o un total de diez minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
  - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [emartinez@mwacademy.org](mailto:emartinez@mwacademy.org) en inglés o español.**
  - **En su solicitud:**
    - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
    - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
    - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

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Elizabeth Martinez at [emartinez@mwacademy.org](mailto:emartinez@mwacademy.org) or 510-227-9856.

**Please note that all agenda times are estimates.**

**Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

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## Agenda

### I. Opening Items

## Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests
- C.** Public Comment
- D.** Board Findings Pursuant to Government Code Section 54953(e)

The MWA Board of Directors determines, in accordance with Government Code Section 54953(e) (1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

## 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

<b>Section:</b>	II. Curriculum
<b>Item:</b>	B. Rigorous Instruction Presentation & Discussion
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	Micah Stilwell
<b>Related Material:</b>	CRC Presentation_ Academic Instruction.pdf CRC Pre-Reading_ Fall (2) (1).pdf Article_ Teacher Shortages.pdf MWA Substitute Matrix & AIT Leadership Vacancies.pdf Onboarding Playlist (Academic Instruction).pdf AIT Goals and Priorities for Semester 1.pdf Modified Bell Schedule.pdf

### BACKGROUND:

Academic Instruction Team presentation on key learnings from the eight weeks of the school year and recommendations moving forward.

### RECOMMENDATION:

We recommend the board members and team read through the pre-reading in detail, in preparation to engage in dialogue prompted by the discussion questions.



# Curriculum Review Committee Academic Instruction

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# Table of Contents

1. Overview (5min)
2. Staffing (20min)
3. Instruction (20min)
4. Key Learnings (15mins)
5. Moving Forward (15min)



# Return to on-site learning

**Essential Question:** Based on the anticipated and unforeseen realities of Q1, how do we innovate and align to maximize the instructional program for the remainder of the school year?

- Staffing: mid-1st semester, key instructional leaders remained in the classroom
- Instruction: online instructional platforms, new teacher support, and collaboration with Content Leads
- Moving forward: modified bell schedule to maximize intervention support services

# Staffing

**Discussion Question:** What are the core requirements of a successful mid-year induction plan amidst an urgent staffing crisis?

## Context

- Launched AY21/22 with 11 vacancies and 0 substitutes
- Launching Mid-1st Semester with 10 vacancies and 8 onsite substitutes
- Academic Instruction Team (AIT) and Senior Leaders continue to cover additional daily absences

## Impact

- Faculty seeks leadership visibility and real-time classroom support
- Continued loss of teachers and leaders exacerbate our dependence on the academic instruction team in the classroom

# Instruction

**Discussion Question:** Discussion Question: In anticipation of the continued need for Instructional Leaders to provide daily substitute coverage, how best can we partner with Content Leads to streamline communication with faculty, inform real-time decisions, and improve the efficacy of instruction without exacerbating their own burnout?

## Context

- Leaders have prioritized partnering with Content Leads to begin providing faculty with a cadence for collaborative planning and instructional support
- Leaders continue to provide direct instruction to students instead of observation and coaching for faculty
- We are using APEX and UC Scout to support instruction in classrooms with staffing vacancies

## Impact

- The desired cadence of observation, particularly for new teachers, has yet to actualize
- Over reliance on email communication, which can lead to misunderstandings and reduces opportunities for authentic collaboration

# Learnings through the first 8 weeks

**Essential Question:** Based on the anticipated and unforeseen realities of Q1, how do we innovate and align to maximize the instructional program for the remainder of the school year?

Key Learnings	Responsive Reprioritization
<ul style="list-style-type: none"> <li>● Trust in leadership is low due in part to prior harm and present implications of the challenging return to on-site learning</li> <li>● Direct and predictable access to leadership is needed to provide clarity and establish trust</li> <li>● A full culture and climate reboot is required to collaboratively redefine what it means to be a Marlin, for students and staff, as we return to campus</li> <li>● Staff asked to cover faculty vacancies desire both the ability to complete key functions of their primary role <i>while providing high quality support for students.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Model acknowledgement and accountability for real-time errors without excuse (additional context)</li> <li>● Prioritize removing both DAIs from providing daily substitute coverage to maintain a regular cadence of content team and 1:1 meetings with faculty</li> <li>● Prioritize PD time on Fridays to support the collaborative commitment to our culture and climate reboot</li> <li>● Develop a cadence of instructional and culture &amp; climate PD sessions for our on-site substitute team</li> </ul>



# Moving Forward

**Discussion Question:** Do we have the appetite to modify the bell schedule to maximize intervention services while eliminating our highest coverage period?

## Context

- Coverage during 7-12th grade Marlin Hour is our highest cover period of the school day
- Minimizing substitute coverage during intervention will increase the rate of learning recovery for students

## Impact

- Interventionists, Intervention Specialist, and Student Success Liaisons will be available three periods per day to provide targeted, Tier 3, intervention
- The proposed schedule modification will relief coverage pressure during a high impact period while maintaining pathways for student acceleration



# Thank you.



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## Fall Curriculum Review Advisory Committee Academic Instruction Team Pre-reading

**Essential Question:** Based on the anticipated and unforeseen realities of the first half of Semester 1, how do we innovate and align to maximize the instructional program for the remainder of the school year?

### **Staffing**

The pre-reading associated with staffing consists of key articles and conditions that have informed our plan for on-site classroom coverage amidst a national teacher shortage.

- [Article: Teacher Shortages](#)
- [Substitute Matrix & AIT Leadership Vacancies](#)
- [Onboarding Playlist \(Academic Instruction\)](#)

*Discussion Question: Based on the materials provided, What are the core requirements of a successful midyear induction plan amidst an urgent staffing crisis? Considering your external experiences and expertise, what wonderings and/or questions arise for you as you engage the shared documents?*

### **Instruction**

Amidst the national teacher shortage, we are deeply dedicated to the charge within our mission. As shared during the last board meeting it is critically important that Wave-Makers have access and an opportunity to master grade level content and instructional standards, while afforded opportunities for intentional and systemic learning recovery, exacerbated by the pandemic. The pre-reading associated with instruction is designed to share our approach to onboarding new team members to MWA as we work to stabilize during this period of a “new normal.”

- [AIT goals and priorities \(S1\)](#)  
Summer 2021 - AIT ideals

*Discussion Question: In anticipation of the continued need for Instructional Leaders to provide daily substitute coverage, how best can we partner with Content Leads to streamline communication with faculty, inform real-time decisions, and improve the efficacy of instruction without exacerbating their own burnout?*



**Key Learnings**

The AIT team has aggressively prioritized and deprioritized key elements of each of our core roles and responsibilities in support of the launch of the school year. As we complete the first half of semester one, we are reflecting on the accomplishments and challenges experienced during the first 8 weeks of school in order to refine our approach moving forward.

AIT Leader	Aggressive Prioritization	Deprioritization
Senior Director of Academic Instruction	<p>Launch Teacher Residency Program: confirming Alder and school-site partnership, interviewing for directorship, establishing relationships between school-site leads, providing real-time support for MWA residents, and facilitating mentor/resident sessions</p> <p>Maintaining Effective Staffing: managing the daily coverage matrix, supporting the distribution of instructional materials, and collecting and responding to feedback</p> <p>State/Federal Compliance: LCAP, ESSER III and ELO grants</p>	<p>Teacher Induction Program (TIP)</p> <p>Transition of 504 plan caseload to Director of Academic Support Services</p> <p>AIS committee meetings</p> <p>Pilot of new math curriculum (Q2)</p> <p>Classroom observations and instructional goals</p>
Director of Academic Instruction Humanities	<p>Vacancy Coverage: Humanities 5 and Sporadic Daily Coverage</p> <p>Lesson development for vacant positions</p> <p>Staffing: interviewing and onboarding faculty</p>	<p>Review of instructional planning materials (YAAG/Unit Plans)</p> <p>Observations and debriefs (especially with experienced teachers)</p> <p>New teacher check-ins</p> <p>Establishing growth goals with teachers</p>
Director of Academic Instruction Math/Science	<p>Sporadic Daily Sub Coverage</p> <p>Staffing: interviewing and onboarding faculty</p> <p>Lesson development for vacant positions</p> <p>Launch new diagnostic: training, technical support, and data review</p>	<p>Instructional support: reviewing YAAGs and unit plans, observations and feedback</p> <p>Regular check-ins with content teams</p> <p>Professional growth plans for Content Leads</p>
Director of Academic Support Services	<p>LOA Coverage: Algebra II (FT)</p> <p>ELD reporting and state compliance</p> <p>Launch DTI/MH: framework, planning,</p>	<p>ELD reclassification process</p> <p>ELD professional development and direct classroom support</p>



	<p>professional development, and messaging</p> <p>Staffing: interviewing for ELD coordinator</p>	<p>Developing framework for acceleration, saturday, and summer programming</p> <p>Classroom observations and instructional feedback/support</p>
<p>Director of Special Education</p>	<p>Vacancy Coverage: US RSP Teacher (FT)</p> <p>SELPA compliance/deliverables</p> <p>Managing provider contracts</p> <p>Researching SPED quarantine learning - IS supports/compliance</p> <p>Grade Level IEP review</p> <p>11th/12th grade case management and family communication</p>	<p>Classroom observations and feedback</p> <p>504 plan and SST support</p> <p>SPED family engagement meetings</p>
<p>Director of Applied Technology</p>	<p>Vacancy Coverage: Technology (FT)</p> <p>APEX: classroom creation, real-time troubleshooting, staff professional development</p> <p>Clever: resolving digital curriculum purchasing issues</p>	<p>Applied Tech Lead: implementation of teacher leadership role</p>

*Essential Question: Based on the anticipated and unforeseen realities of the first half of Semester 1, how do we innovate and align to maximize the instructional program for the remainder of the school year?*

**Moving Forward**

Although the proposed shift in bell schedule resolves the coverage challenge illuminated this year during Marlin Hour, the main challenge this recommendation solves is related to maximizing the impact of our on-site Intervention team. This year, MWA separated the 5th/6th grade intervention schedule from the 7th-12th grade intervention block. This shift affords interventionist and SPED specialists the opportunity to support twice as many students during two separate designated intervention blocks. The proposed shift further expands this flexibility by adding an additional staggered intervention block to the bell schedule. Both the staffing shortage and learning recovery are significant challenges that will require extensive time and investment to resolve. This proposed shift has no fiscal implication and expands our ability to provide expanded services, in real-time.



## Bell Schedule

Modified Bell Schedule ([HERE](#))

Benefits	Trade-Offs	Differences
<ul style="list-style-type: none"> <li>Maximize the use of Interventionists during core day and MH/DTI</li> <li>Maintains pathways for academic acceleration</li> <li>Alleviates the additional staffing demand during MH/DTI</li> </ul>	<ul style="list-style-type: none"> <li>Change management</li> </ul>	<ul style="list-style-type: none"> <li>5th/6th Intervention: 10:40-11:40am <b>remains the same</b></li> <li>7th/8th Intervention: 1:00-2:00pm <b>switch DTI with P3/P6</b></li> <li>9-12 Intervention: 2:35-3:35pm <b>remains the same</b></li> </ul>

*Discussion Question: Do we have the appetite to modify the bell schedule to maximize intervention services while eliminating our highest coverage period?*

## **Article: Teacher Shortages**

Article: Bay Area schools are facing dire teacher shortages. The result: other staff running classrooms

Jill Tucker (September 18, 2021)



San Lorenzo Unified School District Superintendent Daryl Camp teaches a science class because of a teacher shortage at San Lorenzo High School.

Jessica Christian/The Chronicle

Three weeks into the school year, the San Lorenzo superintendent stood in a classroom, masked students behind him, and took a selfie.

The photo was unremarkable — desks, students, pencils. But the caption reflected the dire situation that many Bay Area school districts find themselves in: There are not enough teachers to staff classrooms and a host of other employees have to fill in.

“The teacher and substitute/guest teacher shortage is a real issue,” Daryl Camp wrote about his East Bay district. “In San Lorenzo USD, directors, principals, assistant superintendents and the superintendent are in classrooms trying to support school sites. Teachers are subbing during their prep time way too much.” Camp wasn’t just visiting the classroom; he was filling in as a teacher.

“I volunteer to cover classrooms because we’re short all over the place,” he said this week, adding it doesn’t help to know the problem is widespread. “It’s sort of like saying, ‘Everybody has been hit in the face.’”





Assistant Principal Donald Smith teaches a literacy class amid a teacher shortage at San Lorenzo High School.

Jessica Christian/The Chronicle

In classrooms across the Bay Area, substitutes, temporary teachers and in some cases top administrators have had to cover classrooms until a substitute or permanent and fully credentialed educator is hired to take the job.

In some cases, that lasted a few days. In other cases, weeks into the school year, district officials are still looking.

In recent days, San Lorenzo still had more than 20 teacher vacancies out of about 500 positions. While teacher vacancies at the start of school aren't uncommon — with last-minute resignations or a handful of hard-to-fill positions requiring a new hire — this year is worse.

The pandemic has exacerbated an existing teacher shortage, with more people leaving the profession than in years past, and not enough newcomers to take their place. That's especially true in special education, bilingual education and math. In addition, districts have piles of state and federal cash to spend on pandemic recovery, which includes adding support staff and teachers to address student needs.

There aren't nearly enough substitutes to cover vacancies or fill in for absences, which have increased as teachers — like other staff and students — stay home at the onset of any possible COVID-19 symptoms or because of required quarantine.

In Hayward, for example, the district had 53 teacher full- and part-time job openings last week out of about 1,100 total. At the same time, often half of the 80 to 100 requests for substitutes cannot be filled on any given day.

As is the case in most other districts, administrators or other qualified staff often step in to cover the classrooms.

"This is a problem that has been building for years," said Troy Flint, speaking for the California School Boards Association. "There's no question that the pandemic and our response to the pandemic in terms of trying to provide expanded learning and learning recovery opportunity, which are personnel intensive, have made a difficult hiring situation even more complicated."

Such shortages often hit some schools harder than others, with those in low-income urban communities and rural areas unable to lure candidates as easily as suburban and wealthy schools. That often leaves schools in disadvantaged neighborhoods with a disproportionate number of vacancies and frustrated staff.

In San Francisco, hiring is a big priority, with district officials doubling down on filling positions, said Jennifer Douglass, executive director of human resources for the San Francisco Unified School District. Staff members have recruited substitutes to enroll in teacher training programs to become permanent so they can take a classroom as an intern, and have called candidates to woo them and expedited the hiring process, she said.

In San Francisco, the district typically hires 500 to 600 teachers per year, with 99% filled by the first day of classes. This year, three weeks into the school year, there were still 45 positions unfilled, or nearly 10% of a year's average total new hires.

"We'll fill positions and then new positions might open up," Douglass said.

On Back-to-School Night at A.P. Giannini Middle School in San Francisco, the principal explained what eighth-grade math would be like for students in one class, where the teacher started the year but has been absent since the first week or so, said parent Patrick Wolff.



Social studies instructor Benjamin Hake teaches an English class amid a teacher shortage at San Lorenzo High School.

Jessica Christian/The Chronicle

While it's not officially announced, the teacher is apparently retiring, he said. A substitute, who has taught social studies in the past, has taken over the class.

"My daughter said the nice thing about math class right now is she gets to do her homework from her other classes during math," he said. "It's really unclear how much math instruction she's gotten this year."

Wolff, who co-founded the political action committee Campaign for Better San Francisco Public Schools to reform school board elections, acknowledged that the district is not alone in facing a shortage of teachers. But he wonders how long it will take to get a math teacher in his daughter's math class.

"Of course, it's very frustrating," he said.

Many openings are for special education teachers. With administrators and other staff covering classrooms, it means they are no longer doing their real job, which includes conducting the meetings with teachers and



parents to create an individualized education plan for each student who needs special services, said Alida Fisher, a district parent and special education advocate.

Even when those meetings are held, there isn't always the staffing to provide the services needed, given shortages of teachers, substitutes and teacher aides as well, she said. Because of the pandemic, those students need more mental health services to deal with the anxiety and fear after so long at home.

"It's been brutal," Fisher said. "Our teachers are amazing. They're miracle workers. I just wish we had more." California was already bracing for a growing teacher shortage. During the recession of 2007-09, districts were forced to lay off staff, including teachers. Based on labor agreements, those with the least seniority, and often the youngest teachers, were given the pink slips. That left an older workforce, with about 40% of educators 50 years or older, the California State Teachers Retirement System reported this year.



Nathan Embretson, a district-based teacher on special assignment for technology, substitute-teaches a chemistry class at San Lorenzo High School.

Jessica Christian/The Chronicle

Then the pandemic hit, and state schools saw a record number of teachers retiring in the second half of 2020, with an expected 16,000 retirements for 2020-21.

A survey found that 62% of those teachers decided to retire earlier than they had planned to, citing the challenges of teaching during the pandemic, working remotely and possible exposure to the coronavirus as reasons for doing so.

"The educator shortage, like the bus driver and other worker shortages around the country, should be characterized as a shortage in pay and working conditions," said Nathalie Hrizi, vice president of substitutes for the United Educators of San Francisco. "The crisis has been building for decades with no substantial changes made to prevent it and is now even more exacerbated by COVID."

State officials have stepped in to help fast-track new teachers into the profession, suspending testing requirements and easing transfers from other states, while also lifting restrictions on bringing back new retirees.

Still, some district officials say it's a brutal competition to attract candidates and some are offering signing bonuses to lure teachers.

The San Joaquin County community of Manteca got the jump on other districts, creating a hiring strategy in fall 2020 for this school year. They brought in 56 long-term substitutes last year to work at assigned school sites, at the ready to cover for vacancies or absences.

The district also hired teachers in the spring despite a lack of job openings at the time, knowing there would be teachers leaving during the summer. Still, it started the school year with seven vacancies and a deficit of 10 to 20 substitutes on any given day.

District officials say they are doing everything they can think of to fill vacancies.

Hayward Unified “is definitely feeling the impact of more teachers leaving the profession than in previous years and from a lower number of teachers and substitutes receiving their credentials,” said Kimberleigh Watts, assistant superintendent of human resources. “The pandemic exacerbated an already growing teacher shortage issue, and the district is doing everything within its means to recruit educators and place qualified teachers in every classroom.”

Jill Tucker is a San Francisco Chronicle staff writer. Email: [jtucker@sfchronicle.com](mailto:jtucker@sfchronicle.com) Twitter: [@jilltucke](https://twitter.com/jilltucke)

## MWA Substitute Matrix & AIT Leadership Vacancies

### Daily classroom coverage requirements

- Total teacher vacancies (10)
- Total teacher LOA (2-3)
- Typical daily spontaneous substitute request (3-7)

### Daily classroom coverage team

- Total on-site substitutes (7)
- Total contracted agency subsistence (2)
- AIT team members (8)
- Senior leaders (3)

### AIT Leadership Vacancies

- Director of Teacher Residency
- Substitute Coordinator (newly hired)
- English Language Development Coordinator

Week Of October 4 (Q1 Wk8) - 5th/6th Grade Schedule									
Monday (10/04)		Tuesday (10/12)		Wednesday (10/06)		Thursday (10/07)		Friday (10/08)	
Adv/HR 8:30 - 9:00	Humanities 5 (Embry) Science 5 - Rod (RCG) Math/Science 6 (Angel - Sub)	Adv/HR 8:30 - 9:00	Rodriguez - Sci 5 (RCG) Humanities 5 (Embry) Math/Science 6 (Angel - Substitute)	Adv/HR 8:30 - 9:00	Rodriguez - Sci 5 (RCG) Humanities 5 (Key-Baysinger) Math/Science 6 (Angel - Sub)	Adv/HR 8:30 - 9:00	Rodriguez - Sci 5 (RCG) MS 1-146 Humanities 5 (Embry) MS1 - 151 Math/Science 6 (Angel - Substitute) Science 5/6 - Cervantes ( Schwarz )	Period 1 8:30 - 9:20	HW6 - Paschall (Diaz) Art 6 (K.Le) Science 5/6 - Cervantes (Kolachina)
Period 1 9:05 - 10:35	Technology 5 (Diaz/ Schwarz) Art 6 (K.Le)	Period 4 9:05 - 10:35	Humanities 5 (Embry) Technology 5 ( Diaz ) Art 6 (K.Le)	Period 1 9:05 - 10:35	Technology 5 (Diaz) Art 6 (K.Le)	Period 4 9:05 - 10:35	Humanities 5 (Embry) Technology 5 (Diaz) Art 6 (K.Le)	Period 2 9:25 - 10:15	HW6 - Paschall (Diaz) ELA 5 - Cruz (Becker) Humanities 5 (Embry ) Math/Science 6 (Angel - Substitute) Art 6 (K.Le)
DTI 10:40 - 11:40	Science 5 - Rodriguez ( RCG) Math/Science 6 (Angel - Sub) DTI 5 Math MG - ( Lopez ) MS1 - 217 DTI 5 Math KB - (Becker) MS1 - 140	DTI 10:40 - 11:40	Rodriguez - Sci 5 (RCG) Humanities 5 (Embry) Math/Science 6 (Angel - Sub) DTI 5 Math KB - ( Edison ) MS1 - 140	DTI 10:40 - 11:40	Science 5 - Rodriguez (RCG) Humanities 5 (Key-Baysinger) Math/Science 6 (Angel - Sub) DTI 5 Math MG- (Lopez) MS1 - 217 DTI 5 Math KB - (Kolachina) MS1 - 140	DTI 10:40 - 11:40	Rodriguez - Sci 5 (RCG) Humanities 5 (Embry) Math/Science 6 (Angel - Substitute) DTI 5 Math KB - (Jones ) MS1 - 140 Humanities 5 - Cruz (Edison) Science 5/6 - Cervantes (Schwarz )	Period 3 10:20 - 11:10	Science 5/6 - Cervantes (RCG) HW6 - Paschall (Diaz) Humanities 5 (Embry) Math/Science 6 (Angel - Substitute) Art 6 (K.Le)
Lunch 11:40 - 12:15								Lunch 11:10 - 11:45	
Period 2 12:20 - 1:50	Science 5 - Rodriguez ( RCG) Humanities 5 (Embry) Technology 5 (Diaz/Kolachina ) Math/Science 6 (Angel - Sub) Art 6 (K.Le)	Period 5 12:20 - 1:50	Math/Science 6 (Angel - Substitute) Technology 5 ( Diaz ) Art 6 (K.Le)	Period 2 12:20 - 1:50	Rodriguez - Sci 5 (RCG) Humanities 5 (Key-Baysinger) Technology 5 (Diaz) Math/Science 6 (Angel - Substitute) Art 6 (K.Le)	Period 5 12:20 - 1:50	Math/Science 6 (Angel - Substitute) Technology 5 (Diaz) Humanities 5 - Cruz ( Becker ) Art 6 (K.Le) Science 5/6 - Cervantes (Schwarz )	Period 4 11:50 - 12:40	HW6 - Paschall (Diaz) ELA 5 - Cruz (Becker ) HW 5 - Beltran ( K.Le ) Sci 5 - Rod (RCG) Humanities 5 (Embry) Math/Science 6 (Angel - Substitute) Art 6 (K.Le)
Break 1:50 - 2:00								Period 5 12:45 - 1:35	
Period 3 2:05 - 3:35	Rodriguez - Sci 5 ( RCG ) Humanities 5 (Embry) Technology 5 (Diaz/ Kolachina) Math/Science 6 (Angel - Sub) Art 6 (K.Le)	Period 6 2:05 - 3:35	Humanities 5 (Embry) Technology 5 ( Diaz ) Math/Science 6 (Angel - Substitute) Art 6 (K.Le) HWS - Beltran ( RCG)	Period 3 2:05 - 3:35	Rodriguez - Sci 5 (RCG) Humanities 5 (Key-Baysinger ) Technology 5 (Diaz ) Math/Science 6 (Angel - Substitute) Art 6 (K.Le)	Period 6 2:05 - 3:35	Humanities 5 (Embry) Technology 5 (Diaz) Math/Science 6 (Angel - Substitute) Art 6 (K.Le) Science 5/6 - Cervantes (Schwarz)	Period 6 1:40 - 2:30	HW6 - Paschall (Diaz) Science 5/6 - Cervantes (Keaton ) Humanities 5 (Embry) Art 6 (K.Le) HW5 - Beltran (Becker )

Week of October 4th (Q1 Wk8 - 7th-12th Grade Schedule)									
Monday (10/04)		Tuesday (10/05)		Wednesday (10/06)		Thursday (10/07)		Friday (10/08)	
Adv/HR 8:30 - 9:00	Science 7 - Rong ( Edison ) ELA - Laigo (Lorenzo) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Spanish I - Contreras (Quevedo) History 7 - A. Rodriguez (Cepeda) MS1-213	Adv/HR 8:30 - 9:00	Science 7 - Rong ( Edison ) ELA 9 ( Lorenzo ) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Spanish I - Contreras (Quevedo)	Adv/HR 8:30 - 9:00	Science 7 - Rong (Edison) ELA 7/8 - Keaton (Becker) ELA - Laigo (Lorenzo) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Spanish I - Contreras (Schwarz)	Adv/HR 8:30 - 9:00	Science 7 - Rong (Edison) ELA 9 ( Lorenzo ) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Spanish I - Contreras ( Jones )	Period 1 8:30 - 9:20	ELA 7 - Morte ( Schwarz ) HW8 - Daly ( Lorenzo ) Art 8 - Mason (Key-Baysinger) MS 2-127 US Gov - Gagen (Alichanh) US 4-209 Spanish I - Contreras (Cepeda) Algebra II (Sub) US 3-215 Biology (Jones) US 1-146 MPC ( Lopez ) US 1-148
Period 1 9:05 - 10:35	US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Batacan) Spanish I - Contreras (Quevedo) Algebra II (Johnson - Sub) US 3-215 Biology (Jones) US 1-146 MPC (Lorenzo) US 1-148 Art 8 - Mason (Cepeda) MS 2-127	Period 4 9:05 - 10:35	Science 7 - Rong ( Edison ) ELA 9 (Lorenzo) Art 8 - Mason (Schwarz) MS 2-127 HW - Rivera (Key-Baysinger) US Gov - Gagen (Alichanh) US 4-209 Algebra II (Sub - Johnson) US 3-215 Biology (Jones) US 1-146 MPC ( ) US 1-148	Period 1 9:05 - 10:35	ELA 7/8 - Keaton (Becker) Art 8 - Mason (Cepeda) MS 2-127 US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Batacan) Spanish I - Contreras (Schwarz) Algebra II (Johnson) US 3-215 Biology (Jones) US 1-146 MPC (Edison) US 1-148	Period 4 9:05 - 10:35	Science 7 - Rong (Edison) Art8 - Mason ( Schwarz ) MS 2-127 ELA 9 ( Lorenzo ) US Gov - Gagen (Alichanh) US 4-209 Algebra II ( Key-Baysinger ) US 3-215 Biology (Jones) US 1-146 MPC (Lopez) US 1-148	Period 2 9:25 - 10:15	ELA 7 - Morte (Schwarz) Science 7 - Rong (Alichanh) HW8 - Daly (Hazel) Art 8 - Mason (Key-Baysinger) MS 2-127 ELA 9 - Laigo (Lorenzo) Spanish I - Hutin (Batacan) Spanish I - Contreras (Garcia) Algebra II (Sub) US 3-215 Biology (Jones) US 1-146 MPC (Lopez) US 1-148
Break 10:35 - 10:45								Period 3 10:20 - 11:10	ELA 7 - Morte ( Schwarz ) Science 7 - Rong (Jones) HW8 - Daly (Lorenzo) Art 8 - Mason (Key-Baysinger) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Contreras (Garcia) Algebra II (Sub) US 3-215 MPC ( Lopez ) US 1-148
Period 2 10:50 - 12:20	Spanish I - Hutin (Batacan) Spanish I - Contreras (Quevedo) Algebra II (Johnson - Sub) US 3-215 Biology (Jones) US 1-146 MPC (Kolachina) US 1-148 ELA - Laigo (Lorenzo) Science 7 - Rong ( Edison ) Art 8 - Mason (Cepeda) MS 2-127 History 7 - A. Rodriguez (Schwarz)	Period 5 10:50 - 12:20	Art 8 - Mason (Schwarz) MS 2-127 HW - Rivera ( Jones ) Algebra II (Sub - Johnson) US3 -215 Spanish I - Contreras (Quevedo) Spanish III - Hutin (Hazel)	Period 2 10:50 - 12:20	Science 7 - Rong ( Edison ) Art 8 - Mason (Cepeda) MS 2-127 ELA - Laigo (Lorenzo) Spanish I - Hutin (Batacan) Spanish I - Contreras (Schwarz) Algebra II (Johnson) US 3-215 Biology (Jones) US 1-146 MPC (Alichanh) US 1-148	Period 5 10:50 - 12:20	Art8 - Mason ( Alichanh ) MS 2-127 Algebra II ( Kolachina ) US 3-215 Spanish I - Contreras ( Cepeda ) Spanish III - Hutin (Hazel) US 3-125	Period 4 11:15 - 12:05	ELA 7 - Morte ( Schwarz ) Science 7 - Rong (Batacan) HW8 - Daly ( Hazel ) Art 8 - Mason (Key-Baysinger) MS 2-127 ELA 9 - Laigo (Lorenzo) US Gov - Gagen (Alichanh) US 4-209 Algebra II (Sub) US 3-215 Biology (Jones) US 1-146 MPC (Lopez) US 1-148

Lunch 12:20 - 12:55									
Period 3 1:00 - 2:30	US Gov - Gagen (Alichanh) US 4-209 Spanish I -Contreras (Quevedo) Algebra II (Johnson - Sub) US 3-215 MPC (Jones) US 1-148 Science 7 - Rong ( Edison ) Art 8 - Mason ( Cepeda ) MS 2-127 ELA - Laigo (Lorenzo) US 3-215 History 7 - A. Rodriguez (Schwarz)MS1-213	Period 6 1:00 - 2:30	Science 7 - Rong ( Edison ) ELA 9 (Lorenzo) Art 8 - Mason (Schwarz) MS 2-127 US Gov - Gagen (Alichanh) Spanish I - Contreras (Quevedo) Biology (Jones) US 1-146 MPC ( ) US 1-148	Period 3 1:00 - 2:30	Science 7 - Rong ( Edison ) Art 8 - Mason (Cepeda) MS 2-127 ELA - Laigo (Lorenzo) US Gov - Gagen (Alichanh) Spanish I -Contreras ( Schwarz ) Algebra II (Johnson) US 3-215 MPC (Garcia) US 1-148	Period 6 1:00 - 2:30	Science 7 - Rong (Edison) Art8 - Mason ( Key-Baysinger ) MS 2-127 ELA 9 ( Lorenzo ) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Contreras (Cepeda) Biology (Jones) US 1-146 MPC (Lopez) US 1-148	Period 5 12:45 - 1:35	HW8 - Daly ( Schwarz ) Science 7 - Rong (Lorenzo)MS 2-209 Art 8 - Mason (Key-Baysinger) MS 2-127 Algebra II (Sub) US 3-215 Spanish I - Contreras (Jones) Spanish III - Hutin (Hazel)
MH/DTI 2:35 - 3:35	US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Biology - (Key-Baysinger) us 1 - 146 Science 7 - Rong ( Edison ) ELA - Laigo (Lorenzo) History 7 - A. Rodriguez (Schwarz)MS1-213	MH/DTI 2:35 - 3:35	Science 7 - Rong ( Edison ) ELA 9 (Lorenzo) DTI 7 Math (Schwarz) - MS1-217 HW - Rivera ( Siapno ) US Gov - Gagen (Alichanh) Spanish - Hutin (Hazel) Alg II (Sub - Johnson) Biology ( ) MPC - ( )	MH/DTI 2:35 - 3:35	Science 7 - Rong ( Edison ) ELA - Laigo (Lorenzo) Med Term - Cusi (Macho) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Hutin (Hazel) Biology - (Jones) us 1 - 146	MH/DTI 2:35 - 3:35	Science 7 - Rong ( Edison ) DTI 7 Math - ( Key-Baysinger ) MS1 - 217 ELA 9 ( Lorenzo ) US Gov - Gagen (Alichanh) US 4-209 Spanish - Hutin/Becker (Hazel) us 3-125 Algebra II - (Garcia ) us 3 - 215 Biology - (Cepeda) US 1 - 146 MPC - Lopez US 1 - 148	Period 6 1:40 - 2:30	Science 7 - Rong (Schwarz) MS 2-209 HW8 - Daly (Hazel) Art 8 - Mason (Key-Baysinger) MS 2-127 ELA 9 - Laigo (Lorenzo) US Gov - Gagen (Alichanh) US 4-209 Spanish I - Contreras (Siapno) Biology (Jones) US 1-146 MPC (Lopez) US 1-148

## Onboarding Playlist (Academic Instruction)

### First Day Schedule (Tuesday, October 5th, 2021)

#### Objectives:

- Meet with Mr. Becker to learn of details around assignment, tour campus and prioritize trainings
- Observe Mr. Hazel & Ms. Quevedo facilitating Apex with 9th Grade Students, discuss UC Scout w/ Mr. Hazel, if possible

- 9:00am-10:00am - **HR Onboarding**
- 10:00am-11:00am **DAI-H (Tour of campus and overview of assignment)**
- 11:00am- 12:20 PM **Observe Period 5 - Spanish 3, UC Scout - Room US 3-125**
- 12:20pm-12:55pm **Lunch**
- 1:00pm-2:30pm **Observe Period 6 - Room US 3-128 (Ms. Quevedo)**
- 2:35pm-3:35pm **DTI - Room US 3-125 or meet with Director of Academic Support Services**

After school Monday - Please work on Safe School Trainings and write down any questions you have! We will have meetings with key staff on days 2 & 3 (see below).

### Links to Training & Resources

Your Normal Schedule: P1 Spanish 1, P2 Spanish 1, P3 Prep, P4 Prep, P5 Spanish 3, P6 Spanish 1 (Quevedo)

#### Schedules

In this folder you will find all of the master schedules for US & MS. If you are teaching only in the US or MS, the other schedules are just there for your reference. You will also find the bell schedule for AY 21-22 - this has the times associated with the periods.

Seating Charts (Ask Mr. Hazel/ Ms. Batacan)

[Instructor Support for Distance Learning](#) (General Support w/ Distance Learning: Includes Canvas, Clever & APEX) - A good place to start learning about these programs.

[APEX | Getting Started Guide | Teacher: Courses](#)

#### 2021 August PD Calendar

This schedule contains links to pre-recorded ["asynchronous"] training from our two weeks of pre-service training in August. I suggest prioritizing training in the following manner:

1. [Instructional Technology 101](#)
2. [Canvas for Instructors](#)
3. [PowerSchool 101](#) (Student Information System [SIS] - Grades/ Attendance & More)
4. Holistic Trainings (Week 2)
5. [HSST Referral Process](#)
6. [Restorative Practices and Classroom Management](#)
7. [Holistic Support Services Team Introductions 2021-22: 1 Pager](#)

After that, please peruse the [2021 August PD Calendar](#) for additional training, including Social Workers, Tiers of Services, Cycle of Community-Wide Holistic Education, and Planning for Absences.

Requesting Absences: Lesson Plan Template

[MWA SEL Advisory Schedule Q1 2021](#)

These Slide decks will show you what students worked on in their classes to build community the first 2 weeks of school and beyond. I recommend making community building a part of every class in some small (or bigger) way for the first two weeks, starting by introducing yourself to students and then creating opportunities, projects or assignments that allow them to tell you about themselves and get to know each other better. Please note: although most of our 9th graders attended MWA for middle school, they were separated by cohort, and therefore may only know a handful of the students in their classes well).

[Here is a link to Fun and Engaging activities to do with students.](#)

[DTI/MH Lesson Plan Template & CR \(60 Minutes\)](#)

Mr. Garcia - Director of Academic Support Services

Ms. Lopez - Intervention Services Coordinator

(I will try to get a meeting with one of these two individuals within the first week)

**Second Day Schedule (Wednesday, October 6th, 2021) - Subject to change based on sub availability**

**Objectives:**

- Introduction to classes that meet on this day (Periods 1-3)
- Continue required training
- Observe Ms. Batacan facilitating Apex with 9th Grade Students, discuss UC Scout w/ Mr. Hazel
- Observe Ms. Moreno & Ms. Meehan - write down any questions for meeting with Ms. Meehan (Content Lead for Thursday, October 7th)

- 8:30am-9:00am - Observe **Advisory** w/ Mr. Hazel
- 9:05am-10:35am - Observe **P1** Ms. Meehan/ Ms. Caul (if Ms. Batacan is not needed elsewhere)
- 10:35am-10:45am - Student Break
- 10:50am-12:20pm - Observe **P2** Ms. Moreno/ Mr. Persina (if Ms. Batacan is not needed elsewhere)
- 12:20pm-12:55pm - Lunch
- 1:00pm-1:30pm - Check-in w/ DAI-H
- 1:30pm-2:00pm - Meeting w/ Director/ Coordinator of Intervention Services (Marlin Hour)
- 2:00-4:30pm Work time - time to plan/ complete training

**Third Day Schedule: (Thursday, October 7th, 2021) - Subject to change based on sub availability**

**Objectives:**

- Introduction to classes that meet on this day (Periods 1-3)
- Continue required training
- Meet with Ms. Meehan to learn more about Spanish Department and answer any questions
- Participate in classes with Ms. Batacan and Mr. Hazel
- Observe class with Ms. Quevedo

- 8:30am-9:00am - Observe **Advisory** w/ Mr. Hazel
- 9:05am-10:35am - Meet w/ Ms. Meehan (Content Lead)
- 10:35am-10:45am - Student Break
- 10:50am-12:20pm - Observe **P5** Ms. Moreno/ Mr. Persina (if Ms. Batacan is not needed elsewhere)
- 12:20pm-12:55pm - Lunch
- 1:00pm-2:30pm - Observe P6 Ms. Quevedo
- 2:35pm-3:35pm - Facilitate DTI

Fourth Day: Take over of classroom, support provided (Mr. Hazel) as available





## AIT Goals and Priorities for Semester 1

# Making Waves Academy

## *Introduction and Vision Setting*



*August 3, 2021*



### Welcome & Introductions



#### **Micah Stilwell**

Senior Director of Academic Instruction

Original MWA Intern Teacher  
5th Grade Teacher  
Content Lead and Grade Level Lead  
Teacher Induction Program (TIP) Mentor  
B/AASAI Lead

University of California, Irvine  
*Bachelors of Arts*

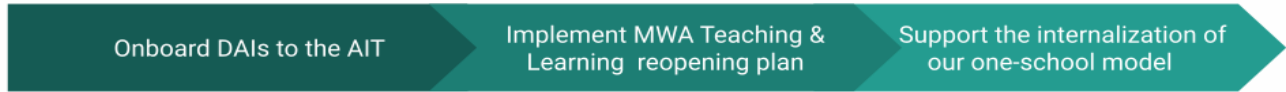
Mills College  
*Masters of Arts*







# Semester 1: Goals & Priorities



Identify current instructional best practices

Identify current philosophy and approach to instruction through a collaborative and research based process

Based on learning tour, define MWA's instructional philosophy (Current → Future)

Effectively inform & implement all aspects of MWA T&L reopening plans resulting in a consistent, improved & effective academic experience for all Wave-Makers.

Effectively onboard a one-school culture for Academic Instruction:

- Collaboration practices
- Reporting structures and processes
- Professional development and coaching

# Semester 1: Outcomes



## Confirm

100% of stakeholders (faculty, students, and families) understand MWA's phased approach to returning to campus

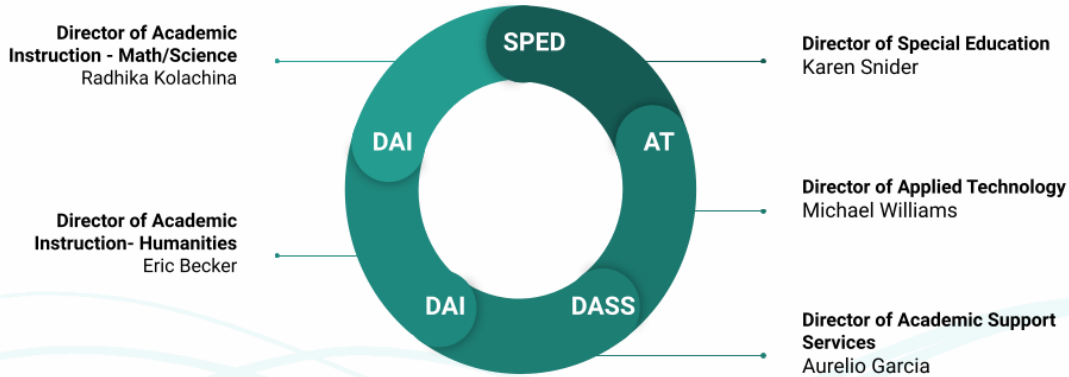
## Share

100% of content teams have conducted one inquiry action cycle, collaboratively practicing a content specific, researched based, best practice

## Plan

100% of Wave-Makers complete their diagnostic assessments and results are used to inform tier 1-3 instruction

# Academic Instruction Team



# Welcome & Introductions



## Radhika Kolachina

Director of Academic Instruction, STEAM

AP Calculus and Mathematics Teacher for 17 years  
STEM Instructional Coach for 3 years

University of Hyderabad,  
India  
*M.Sc, Mathematics*  
Bangalore University, India  
*B.Ed, Secondary Education*  
Mills College  
*M.A, Ed Leadership*  
(currently pursuing)



## Eric Becker

Director of Academic Instruction, Humanities

Social Science & ELA Teacher for 7 years  
AP & Principal for 7 years  
Instructional coaching K-12

University of Southern Maine  
*BA, History*  
Reach Institute  
for School Leadership  
*MA, Instructional Leadership*





## DAI's Semester 1 Priorities

### Build Relationships: Listen & Learn

- Utilize & strengthen existing communication structures
- Foster a collaborative culture of academic excellence
- Support the development of instructional staff in alignment with MWA Mission & Vision and collaboration across departments

### Effectively Support All Teachers

- Provide support through coaching and other forms of professional learning
- Utilize & strengthen existing collaborative structures
- Support the development of teacher leadership (CL's & LT's)

### Effectively Implement Teaching & Learning Cycle

- Create opportunities for alignment of best practices
- Facilitate opportunities for vertical alignment and collaboration among MS and US teams
- Observation & coaching in collaboration with teacher leadership and mentors

## DAI's Semester 1 Outcomes



- ➔ Overall, MWA Faculty feel that communication is strong within and across all departments (survey)
- ➔ Staff feel supported through the observation and coaching cycles conducted by DAI's and CL's/LT's (survey)
- ➔ Content Leads engage in instructional observations at least once per semester
- ➔ Best practices, differentiated within content areas, are identified and shared out at least once

# Thank you!



We will see you at the next  
session: Content Team  
Introductions, at 2:30 PM

### Modified Bell Schedule

Proposed 9-12 Bell Schedule for AY 2021-22 **(Remains the same)**

65,420 Instructional Minutes (Req: 64,800)

(M/W)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 1
10:35	10:45	10	Break
10:50	12:20	90	Period 2
12:20	12:55	35	Lunch
1:00	2:30	90	Period 3
<b>2:35</b>	<b>3:35</b>	<b>60</b>	<b>MH/DTI</b>

(T/TH)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 4
10:35	10:45	10	Break
10:50	12:20	90	Period 5
12:20	12:55	35	Lunch
1:00	2:30	90	Period 6
<b>2:35</b>	<b>3:35</b>	<b>60</b>	<b>MH/DTI</b>

Proposed 7-8 Bell Schedule for AY 2021-22 **\*Changes: DTI moves**

(M/W)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 1
10:35	10:45	10	Break
10:50	12:20	90	Period 2
12:20	12:55	35	Lunch
<b>1:00</b>	<b>2:00</b>	<b>60</b>	<b>DTI</b>
<b>2:05</b>	<b>3:35</b>	<b>90</b>	<b>Period 3</b>

(T/TH)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Adv/HR
9:05	10:35	90	Period 4
10:35	10:45	10	Break
10:50	12:20	90	Period 5
12:20	12:55	35	Lunch
<b>1:00</b>	<b>2:00</b>	<b>60</b>	<b>DTI</b>
<b>2:05</b>	<b>3:35</b>	<b>90</b>	<b>Period 6</b>

Proposed Grades 5-6 Bell Schedule for AY 2021-22 **(Remains the same)**

(M/W)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom
9:05	10:35	90	Period 1
<b>10:40</b>	<b>11:40</b>	<b>60</b>	<b>DTI</b>
11:40	12:15	35	Lunch
12:20	1:50	90	Period 2
1:50	2:00	10	Break
2:05	3:35	90	Period 3

(T/Th)			
Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom
9:05	10:35	90	Period 4
<b>10:40</b>	<b>11:40</b>	<b>60</b>	<b>DTI</b>
11:40	12:15	35	Lunch
12:20	1:50	90	Period 5
1:50	2:00	10	Break
2:05	3:35	90	Period 6



# 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:**

Curriculum Review Committee Cover Sheet for Pre-reading 10.12.2021 jss.pdf  
EdSource, University of California must drop SAT, ACT scores for admissions and scholarships.pdf  
PSAT and SAT Update 09.20.2021 jss.pdf  
Update on Post-secondary Planning for the 19th Wave 10.17.2021 jss.pdf  
6-Year Comparison of UC\_CSU Eligibility Rates 10.18.2021 jss.pdf  
Update on "Test and Learn" for Artificial Intelligence and Automation 10.07.2021 js.pdf  
Course Offering for AY 2021-22 10.12.2021 jss.pdf  
AB 104 Retention Bill Signed.pdf  
Plausible Futures for Making Waves Academy 10.08.2021 jss.pdf  
In Review\_ College Application and Post-secondary Planning Season for AY 2020-21 05.28.2021 jss.pdf

**BACKGROUND:**

We will discuss two topics: 1) the PSAT and SAT as it relates to the future of college readiness; and 2) the post-secondary plans of students in the 19th Wave and the connection to our enhanced approach for college and career planning, given our "test and learn" for artificial intelligence and automation.

**RECOMMENDATION:**

Discuss the two discussion questions below:

- Does it still make sense to administer the PSAT and SAT to all students in grades 8-12?
- Are we ready to invite more students to learn about, and engage with, our new approach to college and career planning?



Learn. Graduate. Give Back.

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

We acknowledge that our discussion time on October 21 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 this document by visiting [www.tinyurl.com/mwa-crc-ccc](http://www.tinyurl.com/mwa-crc-ccc)

### Pre-reading connected to our discussion:

#### Next in College Readiness: PSAT and SAT

**Does it still make sense to administer the PSAT and SAT to all students in grades 8-12?**

[EdSource: University of California must drop SAT, ACT scores for admissions and scholarships](#)

Under a settlement reached in May 2021, the University of California will no longer consider SAT or ACT in admission or scholarship decisions.

#### [PSAT and SAT Update](#)

Due to short staffing at Making Waves Academy, administering a fair and incident-free SAT meant cancelling the PSAT this year.

#### 19th Wave Profile and Differentiation

**Students in the 19th Wave plan to pursue the full range of pathways we currently support, signalling a more inclusive approach to college and career counseling.**

[Update on Post-secondary Planning for the 19th Wave](#)

As of October 2021, 93% of seniors have a post-secondary plan across a diverse range of pathways.

View this interactive report to see how post-secondary planning for this class compares to prior years, so far:

[At graduation, what did seniors commit to doing after high school?](#)

<https://datastudio.google.com/s/lgtFG2ER2lc>

Continued.





### [6-year Comparison of UC/CSU Eligibility Rates](#)

70% of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates. The admissions results of this year's college-bound graduates may mirror that of the Class of 2018.

View this interactive report to see which colleges have admitted Wave-Makers in prior years:

[Which colleges and universities have admitted Wave-Makers?](#)

<https://datastudio.google.com/s/jROirbwoi1Q>

### [Update on “Test and Learn” for Artificial Intelligence and Automation](#)

Based on student archetypes that emerged from design thinking exercises, we designed modernization efforts to help us reach hard-to-reach students. We are seeing early signs that the “test and learn” is working.

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

### **Course Offering**

Our course offering is optimized for a-g completion, but new legislation (AB 104) will allow high school graduation according to state requirements this year.

[Course Offering for 2021-22](#)

[AB 104 Signed: Student Retention, Grade Changes, and Graduation Options](#)

### **Plausible Futures**

There are at least three plausible futures that await our school in the near-term: “expand,” “stabilize,” or “shrink.”

[Plausible Futures for Making Waves Academy](#)

### **Estimated College Completion (ECC)**

Last year's seniors are expected to complete college at a high rate.

[In Review: College and Post-secondary Planning Season for AY 2020-21](#)

## HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS

# University of California must drop SAT, ACT scores for admissions and scholarships

*Settlement marks the end of a lawsuit that was initially brought in 2019.*

MAY 15, 2021 | MICHAEL BURKE

The University of California will no longer consider SAT or ACT scores in admission or scholarship decisions under a settlement reached Friday with students.

The university's Board of Regents committed last year to stop requiring the exams in admissions, but Friday's settlement puts to rest questions about whether the system would use the tests at all in scholarship or admissions decisions at any point in the future, even on an optional basis.

The settlement marks the end of a lawsuit that was filed in 2019 by students, community organizers and the Compton Unified School District. The settlement was praised by critics who say standardized tests are biased against low-income students, students with disabilities and Black and Latino students.

The historic settlement "marks an end to a sordid chapter in the history of the University of California. The Regents' stubborn insistence over generations upon usage of the SAT and ACT despite indisputable evidence that these exams only measured family wealth cost hundreds of thousands of talented students of color a fair opportunity to matriculate in their state's system of higher education," Mark Rosenbaum, one of the attorneys representing students in the case, said.

UC enrolls more than 226,000 undergraduate students across nine campuses. A tenth UC campus, UC San Francisco, has only graduate programs.

Last May, the UC Board of Regents voted unanimously to abandon the SAT and ACT in admissions and agreed to consider adding a new test by 2025. However, at the time, the university planned to permit its nine undergraduate campuses to give students the option of submitting test scores for fall 2021 and fall 2022 admissions decisions. Six of those nine campuses initially planned to go test-optional.

consideration of SAT or ACT scores while the lawsuit was ongoing.

The settlement reached Friday prevents any UC campuses from considering scores at all for fall 2022 through at least spring 2025 admissions decisions. According to the settlement, UC still has no plans to consider SAT or ACT scores after 2025.

The settlement also prevents UC from considering SAT or ACT scores when determining whether to award scholarships. Under the Regents' decision reached last May, the university had planned to consider those test scores for scholarship decisions through fall 2024.

UC can still consider SAT and ACT scores for less consequential purposes, such as course placement.

The university will also pay \$1.25 million in legal fees to the attorneys who represented students in the lawsuit, the settlement says.

This year, UC [saw a surge in applications](#) for freshman admission in fall 2021, receiving 203,700 applications, or about 32,000 more than last year. Experts attributed the spike in applications at least partially to the elimination of the SAT and ACT in admissions decisions.

“The makeup of this year’s applicants already show that students are no longer deterred from applying based on their inability to access standardized testing,” Marci Lerner Miller, another attorney representing students, said in a statement.

It is not clear whether UC will consider any standardized tests for admissions decisions in 2025 and beyond. A university committee earlier this year [encouraged UC to explore allowing in-state students to submit their 11th grade Smarter Balanced exams](#), the annual state standardized tests, for admissions consideration. But it is unclear whether UC will act on that recommendation.







If the UC does add a new standardized test for undergraduate admissions at any point in the future, the university must “consider access for students with disabilities in the design and implementation of any such exam,” according to the settlement reached Friday.

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- 
- ▶ **Allen**   
4 months ago
- SAT or ACT does not correlate that the rich tend to pass the test and the poor fail. Where are the statistics? Asians do well because we study hard for it. Those rich white, movie stars' children do not need to bribe the admission committee to get in. Blacks and Latin's parent must stress more on education for their children and make them study harder. It is in most Asian culture to do well ... [Read More](#)
- 
- Charles**   
5 months ago
- Omg utter nonsense! Scrap standardized tests because certain demographic score poorly, so it must be racist or discriminatory. So sad to UC's race to mediocrity.
- 
- Nancy Bischoff**   
5 months ago
- Do you know what happens when a kid already sent ACT scores? Can they still see them, despite legally being unable to use them?
- 
- Jessie Chen**   
5 months ago
- Is there any statistical evidence supporting the SAT scores and family wealth as a simple correlation? I have seen some bright poor kids do well in the exam while some rich kids cannot secure a high score. It is dangerous for a policy influenced by false statistical bias. Where are we heading as a state and nation?
- 
- ▶ **Kirkster**   
5 months ago
- This is simply wrong. If it is because the "these exams only measured family wealth cost hundreds of thousands of talented students of color a fair opportunity to matriculate in their state's system of higher education," first of all, if lack of the money to prepare for the exams is the problem, why not the state just use the \$100 billion state tax surplus to help the people in need! I am all for it!!! ... [Read More](#)
- 
- Stephine**   
5 months ago
- Yes it is rooted in eugenics and racism. Do some research since we are talking academics!

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5 months ago

All these lawsuits and outcomes are so confusing. First it was test optional; now, if I read this correctly, test optional is no longer going to be a consideration and only the English portion will be an option for English placement.



## **PSAT and SAT Update College and Career Counseling**

### **What?**

Due to short staffing at Making Waves Academy, administering a fair and incident-free SAT meant cancelling the PSAT this year.

As an alternative to administering the PSAT and SAT to 634 students in grades 8-12, we offered the SAT on an opt-in basis for a maximum of 94 rising graduates and interested juniors. Pursuing “Alternative 2” (see Original Proposal, Table 1) helped us optimize for a fair and incident-free test administration for college-bound graduates that wanted to submit SAT scores this year.

Students applying to colleges and universities that accept SAT or ACT scores are being encouraged to take the exams. 24 students took the official SAT at Making Waves Academy on October 13, 2021.

### **So what?**

While cancelling the PSAT meant that our school could optimize for a fair and incident-free SAT, there are some important trade-offs that occurred as a result of this decision:

- Without PSAT scores, our school loses out on two important pieces of “AP Potential” information:
  1. Identifying new Advanced Placement (AP) courses that our students could do well in, and
  2. Identifying students who have “AP Potential” to do well in AP courses currently offered at MWA or new AP courses that are not yet offered
- Without a PSAT score, juniors lose out on taking the test that serves as the official route of entry to the National Merit Scholarship Program (although students may pursue alternate entry by submitting an SAT score)

### **Now what?**

- Making Waves Academy plans to administer the PSAT to grades 8-11 and SAT to grade 12 annually, resuming next year (provided that conditions improve)
- We are seeking alternate ways to identify students with “AP potential” and to identify new AP courses, if we are in a position to expand our course offering
- We will seek “alternate entry” to the National Merit Scholarship program for juniors who took, or will take, the official SAT instead of the PSAT
- Students applying to colleges and universities that accept SAT or ACT scores are being encouraged to take the exams

**Original Proposal**  
**(Submitted to MWA Executive Team on September 20, 2021)**

**Background**

With so many first-time proctors, increased sporadic absences, and an unfamiliar digital testing platform for grades 8-9, having under-trained or untrained proctors for our upcoming PSAT and SAT administration puts us at risk of having scores voided or having our school banned from administering future exams.

**Proposal**

As an alternative to administering the PSAT and SAT to 634 students in grades 8-12, I propose offering the SAT on an opt-in basis for a maximum of 94 rising graduates. This will help us optimize for a fair and incident-free test administration for college-bound graduates that want to submit SAT scores this year. I recommend moving forward with "Alternative 1."

See Table 1.



**Table 1. “Alternative 1” is the most desirable option. Offering the SAT to rising graduates on an opt-in basis will optimize for a fair and incident-free test administration for students that want to submit SAT scores this year.**

	<b>Current Plans</b> “Least desirable”	<b>Alternative 1</b> “Most desirable”	<b>Alternative 2</b> “Not as desirable, but doable”
Brief description	Mandatory SAT for Rising Graduates  and  Mandatory PSAT for Grades 8-11	Optional SAT for Rising Graduates	Optional SAT for Rising Graduates  and  Optional Official SAT for Grade 11, if seats are available
Test-takers	634 Max	94 Max	94 Max
Optimized for	Optimized for full access to the entire suite of assessments by the College Board	Optimized for a fair and incident-free test administration for seniors that want to submit SAT scores	Optimized for a fair and incident-free test administration for seniors that want to submit SAT scores and juniors that want an early first attempt
Trade-offs	With so many first-time proctors (see below), increased sporadic absences, and a new digital testing platform for grades 8-9:  having undertrained proctors puts us at risk of having scores voided and our school banned from administering future exams	PSAT data not available for AP Potential analysis  Reduces early access to a college preparation practice exam  Junior PSAT scores not submitted to NMSQT for scholarship consideration	Perceptions of inequity if the number of interested juniors exceeds the number of available SAT seats  PSAT data not available for AP Potential analysis  Reduces early access to a college preparation practice exam
Staff needed	37	4	4
Backups available	4 (more needed, given average daily staff absences, however same-day subs may result in under-trained or untrained proctors)	2 (sufficient)	2 (sufficient)
Percent of staff that have proctored at MWA before	43% (16 of 37)	100% (4 of 4)	100% (4 of 4)



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## Update on Post-secondary Planning for the 19th Wave College and Career Counseling

### What?

As of October 2021, 93% of seniors have a post-secondary plan, with students interested in pursuing the following post-secondary pathways (Table 1):

- Community college
- Four-year college or university
- Job program
- Full-time employment
- Gap year program
- Trade program
- Apprenticeship
- Military enlistment

### So what?

Students in the 19th Wave plan to pursue the full range of pathways we currently support, signalling a more inclusive approach to college and career counseling.

### Now what?

In an effort to better differentiate support for all students, the College and Career Counseling office began a process of digital transformation that targets the 19th Wave. Are we ready to make our Artificial Intelligence (AI) and Automation pilot available to more students?

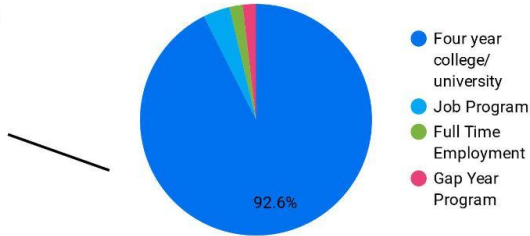
**Table 1. Post-secondary plans of seniors at Making Waves Academy.**

**Do seniors' college and career plans differ by GPA?**

Post-secondary plans of seniors at Making Waves Academy (AY 2021-22)

**Competitive**

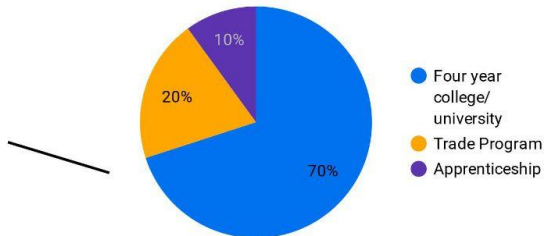
Record Count  
**54**



"Competitive" students have a UC/CSU GPA of 3.00 or better, making them competitive for admission at a University of California (UC) or California State University (CSU) campus.

**Ready**

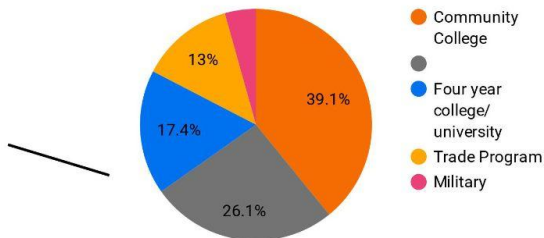
Record Count  
**10**



"Ready" students have a UC/CSU GPA that is between 2.50 and 2.99, making them ready for admission at a CSU campus, but not a UC campus.

**Eligible**

Record Count  
**23**



"Eligible" students have a UC/CSU GPA of up to 2.49, making them eligible to enroll at a California Community College.

"Grey" refers to students who do not yet have a post-secondary plan.



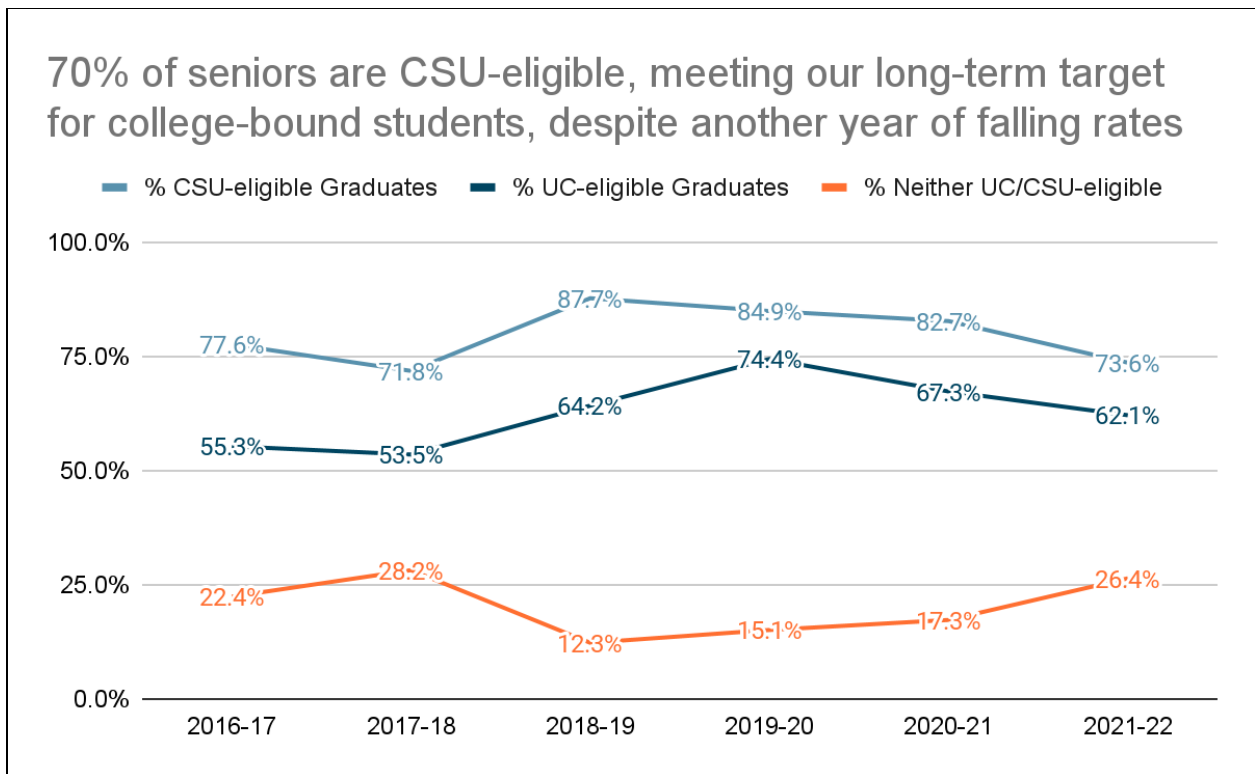
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### 6-Year Comparison of UC/CSU Eligibility Rates College and Career Counseling

70% of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates (Table 1). CSU-eligibility rates beat our expectations by 10%, since last spring it was projected that nearly 35% would be neither UC- or CSU-eligible based on GPAs at that time.

The admissions results of this year’s college-bound graduates may mirror that of the Class of 2018, based on similar CSU-eligibility rates (Table 2).

**Table 1. 70% of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates.**





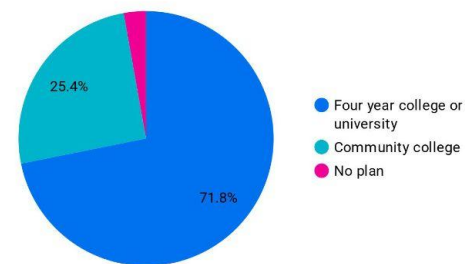
**Table 2. The post-secondary plans of this year’s college-bound graduates may mirror that of the Class of 2018, based on similar CSU-eligibility rates.**

**At graduation, what did seniors commit to doing after high school?**

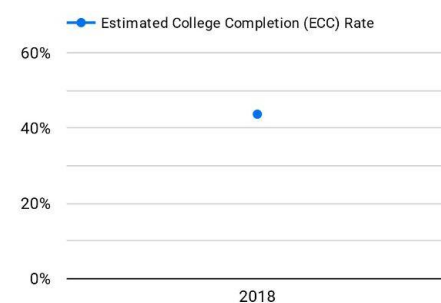
Making Waves Academy post-secondary data from 2015 to 2021

Class of: 2018 (1) ▾

May 1 Commitment	Record Count	Estimated College Co...
1. University of California, Berkeley	1	91%
2. University of California, Davis	2	85%
3. University of California, Santa Cruz	1	77%
4. University of California, Riverside	1	75%
5. Mills College	1	68%
6. University of California, Merced	5	64%
7. California State University, Northridge	1	60%
8. Sonoma State University	2	58%
9. San Jose State University	2	57%
10. San Francisco State University	9	54%
11. California State University, Stanislaus	2	53%
12. Sacramento State University	4	48%
13. Humboldt State University	1	47%
14. Holy Names University	1	43%
15. California State University, East Bay	16	42%
16. California State University, Bakersfield	2	41%
17. San Antonio College	1	22%
18. Contra Costa College	8	21.6%
19. College of Marin	1	15.4%
20. Laney College	1	13%
<b>Grand total</b>	<b>71</b>	<b>43.7%</b>



We expect that with each graduating class, the cohort ECC will increase at an annual rate of approximately 1-2% until it approaches 70%, at which point it will level out and maintain.



1 - 22 / 22 < >

View the interactive report: [At graduation, what did seniors commit to doing after high school?](https://datastudio.google.com/s/jTI76hWLTfQ)  
<https://datastudio.google.com/s/jTI76hWLTfQ>



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## **Update on “Test and Learn” for Artificial Intelligence and Automation College and Career Counseling**

### **What?**

In April 2021, the Curriculum Review Advisory Committee approved a technology proposal to enhance our ability to differentiate college and career planning for the 19th Wave (Class of 2022). Based on student archetypes that emerged from design thinking exercises, the College and Career Counseling office formed a theory that modernization efforts could help us reach hard-to-reach students (Table 1). Because we prioritized reaching our modernization goals over the summer, each element of the technology proposal is now live.

That said, direct service support from staff members to students remains constant. Members of the College and Career Counseling office will still 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.

### **So what?**

We are seeing early signs that the technology “test and learn” is working.

While usage of the AI-powered bot, “Watson,” is lower than expected, the collection of the five modernization efforts, together, seem to be yielding the desired outcome: students in the 19th Wave plan to pursue the full range of pathways we currently support, signalling a more inclusive approach to college and career counseling.

### **Now what?**

Are we ready to invite more students to learn about, and engage with, our new approach to college and career planning?



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**Table 1. Five substantive shifts, enabled by technology, have occurred in our approach to college and career counseling, dramatically reducing “time to value” for a wider range of students.**

Modernization Area	“Before”	“After”
<p><b>1. Value Proposition</b></p> <p>Enhanced messaging is designed to reach a wider continuum of students, including those interested in pathways other than college</p>	<p>Students were reluctant to express interest in pathways other than college, picking up on college-focused messages along these lines:</p> <p>Become eligible and competitive for college</p> <p>Increase your eligibility for UC and CSU</p> <p>Pick activities that match your career interests</p> <p>Everyone joins CAP</p>	<p>Developed new ways to describe how the CCC can help students, based on personas that emerged from design thinking:</p> <p>“Advice that fits your life”</p> <p>“Access judgment-free support, no matter what’s going on”</p> <p>“Share information with anyone you know”</p> <p>“Choose what’s right for you”</p> <ul style="list-style-type: none"> <li>● Community college</li> <li>● Four-year college or university</li> <li>● Military enlistment</li> <li>● Job program</li> <li>● Current job or job offer</li> <li>● Trade program or apprenticeship</li> <li>● Gap year</li> </ul> <p>“Opt-in to CAP”</p> <p>“Getting started is easy”</p> <p>“Support that’s built for you”</p> <p>“If you want to get a job, prepare for a career, or go to college, we can help you find a way”</p>





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<p><b>2. Content Distribution Model</b></p> <p>The new College and Career Counseling website is live and can be accessed through the student portal or by visiting:</p> <p><a href="http://www.tinyurl.com/mwa-ccc">www.tinyurl.com/mwa-ccc</a></p>	<p>The College and Career Counseling (CCC) office creates content →</p> <p>The content is shared with Advisors →</p> <p>The content is shared with students and families according to pre-scheduled dates on the advisory calendar, taking weeks to months to deliver</p>	<p>The College and Career Counseling (CCC) office creates content →</p> <p>The content can be directly accessed by students and families, without needing to go through advisors, dramatically shortening the “time to value”</p>
<p><b>3. Online Appointment System</b></p> <p>Students and families are able to self-schedule appointments as early as same-day or next-day by visiting:</p> <p><a href="http://www.calendly.com/mwa-ccc">www.calendly.com/mwa-ccc</a></p>	<p>When ready, a student requests a pass from the CCC →</p> <p>The CCC writes a hall pass and delivers it to a teacher →</p> <p>The teacher gives the hall pass to the student</p>	<p>When ready, a student books a one-on-one appointment online, as early as same-day or next-day →</p> <p>An SMS reminder to the student reduces no-shows</p>
<p><b>4. Email Automation</b></p> <p>Email automation has increased the volume of communication for retained students and their families</p>	<p>CCC determines credit standing →</p> <p>Credit standing is captured on a spreadsheet →</p> <p>Spreadsheet is mail merged to a PDF →</p> <p>PDF is given to advisors → Advisors give credit standing report to students and families →</p> <p>Students receive a hall pass from Academic Advising</p>	<p>CCC determines a student’s credit standing →</p> <p>Credit standing is captured on a spreadsheet →</p> <p>A push notification goes directly to the student and their family members at that moment with the credit standing information and link to book appointment</p>



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	<p>Coordinator to discuss retention →</p> <p>Families receive call-backs from Academic Advising Coordinator until a retention conversation is scheduled</p>	
<p><b>5. AI-powered Chatbot</b></p> <p>Gives answers, on-demand, for <i>recall of facts</i> (“when is the FAFSA due”), <i>step-by-step guidance</i> (“how do I request a letter of recommendation”), and <i>appointment scheduling</i> (“can I meet with Mr. Molina?”)</p>	<p>Student asks their advisor a question →</p> <p>They are told to email someone from the CCC →</p> <p>They are sometimes redirected, “actually you need to meet with someone else” →</p> <p>Student receives an answer</p>	<p>Students text a question to Watson →</p> <p>Watson replies immediately with a website link or appointment link</p>



**Proposed Course Offering for AY 2021-22**  
 Making Waves Academy Upper School

<b>A-G and CDE Requirements</b>		<b>Making Waves Academy Course of Study</b>		
<i>Content Areas</i>	<i>Required</i>	<i>Course Offering</i>	<i>Required</i>	<i>Credits</i>
A. History and Social Science	2 Years	<b>World History</b> <b>United States History**</b> AP United States History <b>United States Government (0.5)</b> AP U.S. Government and Politics (0.5) <b>Economics (0.5)</b>	3 Years*	6.0
B. English	4 Years	<b>English I</b> <b>English II</b> <b>English III**</b> AP English Language and Composition <b>CSU Expository Reading and Writing</b>	4 Years	8.0
C. Mathematics	3 Years	<b>Algebra I</b> <b>Geometry</b> <b>Algebra II</b> Pre-Calculus AP Statistics AP Calculus AB	3 Years***	6.0
D. Laboratory Science	2 Years	Earth and Space Science <b>Biology</b> <b>Modern Physics and Chemistry</b> Introduction to Health Sciences (CTE) Anatomy and Physiology Medical Terminology (CTE) Advanced Patient Care (CTE)	2 Years****	4.0
E. Language Other Than English	2 Years	<b>Spanish I</b> <b>Spanish II</b> Spanish III AP Spanish Language and Culture	2 Years	4.0
F. Visual and Performing Arts	1 Year	<b>Fundamentals of Art</b> Advanced Art Introduction to Drama	1 Year	2.0
G. College Preparatory Elective	1 Year	AP Psychology ➤ Online Learning for Electives	*****	*****
California Department of Education	2 Years	<b>Health and Wellness I</b> <b>Health and Wellness II</b>	2 Years*	4.0
<b>TOTAL</b>				<b>34.0</b>

“➤” Online Learning for Electives currently offers “Introduction to Psychology” and “Writing” on Apex to students, with the intention of expanding the available courses.  
 Courses listed in “blue” fulfill A-G and MWA graduation requirements. Courses listed in “black” are A-G recommended courses or electives.

## Endnotes

All courses are year-long and eligible for 1.0 credit towards graduation. Courses indicated as 0.5 are semester-long courses. Career Technical Education (CTE) courses in Health Science and Medical Technology are aligned to California state standards for CTE.

\* California Department of Education requires three years of History and two years of Physical Education.

\*\* U.S. History requirement may be fulfilled by AP U.S. History. English III requirement may be fulfilled by AP English Language and Composition.

\*\*\*A fourth year of Mathematics is strongly recommended by University of California and California State University.

\*\*\*\* Laboratory Science requirement includes one Life Science and one Physical Science course. Earth and Space Science is aligned to Next Generation Science Standards and prepares students for the California Science Test.

\*\*\*\*\* College Preparatory Elective can be satisfied by third year of History or any coursework beyond the A-G minimum requirements.



JULY 2021

NO. 21-01

## Student Retention, Grade Changes & Graduation Options Assembly Bill 104

### *Important Information and Necessary Actions for School Agencies*

On July 1, 2021, the much anticipated Assembly Bill 104 was finally signed by Governor Newsom as urgency legislation. It is effective immediately and requires school agencies, including school districts, county offices of education, and charter schools, to take a number of quick actions over the summer.

AB 104 enacts three main changes. One, it supplements the process for handling retention requests for eligible students. Two, it provides a mechanism for high school students during the 2020-2021 school year to request grade changes from a letter grade to Pass or No Pass. And third, it provides additional options for graduation for students who were in 11<sup>th</sup> and 12<sup>th</sup> grade during the 2020-2021 school year and not on track to graduate in four years.

With school calendars set for the 2021-2022 school year, limited staff on hand over the summer, and statutory timelines that must be observed, we have summarized the requirements of the bill and provide considerations and suggested actions to ensure ease of compliance and coordination with the new requirements to implement AB 104.

### RETENTION

AB 104 (new Education Code §48071) requires school agencies to permit parents of eligible students to request retention in the student's 2020-2021 grade for the 2021-2022 school year.

#### **Key Components and Timelines:**

- Only applies to eligible students:
  - *students in grades K through 11 who, during the 20-21 school year, received deficient grades (a D, F, No Pass, or as otherwise defined by the school agency) in at least half of their courses*
- School must offer a retention consultation meeting to be held within 30 calendar days of receipt of request which shall include:
  - *Discussion of all available learning recovery options;*
  - *Discussion about research on the effects of retention and the benefits of particular interventions and supports for students; and*
  - *Consideration of the student's academic data and any other information relevant to whether retention is in the student's best interests both academically and socially.*

- School must issue decision on retention request within 10 calendar days of consultation meeting
- Students who are retained must be offered specified supplemental interventions and supports
- Students who are not retained must be offered the same specified supplemental interventions and supports, in addition to access to prior semester courses in which the student received a D or F, some other form of credit recovery, or other specified supports

Again, this is only applicable to eligible students and notably does not require that any student be retained.

***Considerations and Implications:***

School agencies should anticipate the need for these summer consultation meetings (which could be conducted either in-person or virtually) and adjust school employee work year calendars accordingly.

As these consultation meetings require the participation of a teacher, review of relevant collective bargaining agreement language concerning selection and appropriate compensation, will need to be completed. Notably, the legislation does not require that the consulting teacher be a teacher of the student.

***What does this mean for students on IEPs?*** The legislation does not explicitly require that the school agency convene an IEP meeting; however, the legislation does require school agencies to ensure that the retention decision is consistent with a student's IEP. Therefore, it is recommended that as part of the retention decision-making process, that the school administrator review the student's IEP to determine if the IEP team previously addressed retention during the 2020-2021 school year.

To the extent that retention decisions may impact student assignments, including the need to add/delete classes at various grade levels or schools, and/or create combination classes, it is recommended that school agencies carefully review collective bargaining agreement language to ensure compliance with any and all timelines and other requirements applicable to providing notice to employees of assignments for the ensuing 2021-2022 school year, transfer/reassignment decisions, and/or provision of required release time, additional supports, etc.

**HIGH SCHOOL STUDENT GRADE CHANGES TO PASS/NO PASS**

An additional component of AB 104 (new Education Code section §49066.5) is the ability of parents/guardians and adult students to request that high school grades earned during the 20-21 school year be changed from a letter grade to Pass or No Pass.

Grade change requests made pursuant to this bill must be implemented even if to do so conflicts with other Education Code provisions. There is also no limit to the number of courses to which a grade change request may be made but under no circumstances, shall such changes negatively affect a student's GPA.

***Key Components and Timelines:***

- Within 15 calendar days of the CDE's posting of the grade change application template, all school agencies serving high school students must post notice on their website and send written notice to all high school students and their parents/guardians of the option to request a grade change. Notices must include:
  - *Application form to request a grade change;*
  - *List of postsecondary schools accepting Pass or No Pass grade in lieu of a letter grade for admission purposes; and*
  - *Statement that some postsecondary institutions, including those in other states, may not accept a Pass or No Pass grade in lieu of a letter grade for admission purposes.*

- The deadline for students to submit a grade change request is fifteen (15) calendar days from the date of the educational agency's website posting and written notice to parents/guardians.
- The bill explicitly prohibits school agencies from accepting grade change applications after the deadline.
- Requested grade changes must be implemented by the school agency with written confirmation sent to the student and their parent/guardian(s) within fifteen (15) calendar days of receipt of the application.

***Considerations and Implications:***

Given that most post-secondary institutions are no longer requiring or considering SAT and/or ACT scores, college admissions will be focusing more on student transcripts. Although the bill requires that the Cal State University system not penalize students for Pass/No Pass grades for admission purposes, there is no corresponding requirement for the University of California or any other public or private institutions. Acknowledging the extremely short window of time provided for this process, we strongly recommend that school agencies be ready with clear information and the ability to have candid discussions with parents/guardians regarding the potentially negative impact such grade changes may have on their student's college admission prospects.

School agencies are also encouraged to review collective bargaining agreements to ensure that compliance with AB 104 does not inadvertently conflict with negotiated language concerning grade changes, teacher rights, etc., and as necessary, engage with labor partners to ensure notice and educator understanding of the requirements of this legislation.

To the extent that grade change requests must be implemented with fifteen (15) calendar days of receipt, it is strongly recommended that school agencies ensure that appropriate staff (e.g. school counselors and registrars) are available to process and update student transcripts.

**GRADUATION REQUIREMENTS FOR 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE STUDENTS**

Acknowledging the impact of COVID-19 on high school students, particularly on meeting graduation requirements, AB 104 further mandates that school agencies exempt all students who were in the 11<sup>th</sup> and 12<sup>th</sup> grade during the 2020-2021 school year and not on track to graduate in four years, from any and all local graduation requirements in excess of the statewide requirements specified in Education Code §51225.3. The bill also requires school agencies to provide these students with additional opportunities to complete the statewide coursework required for graduation, which may include credit recovery, a fifth year of instruction, etc.

***Considerations and Implications:***

School agencies have discretion in determining how they may satisfy the requirements of this bill in terms of providing additional opportunities for students to complete required coursework. What is unclear, however, is how these required opportunities might impact labor agreements, and, if a fifth year of high school instruction is offered, what type of additional funding, if any, will be provided for this purpose.

The state has not provided any specific procedures or required notices to parents/guardians and/or student in connection with this option. Accordingly, we recommend that school agencies take immediate action to identify those students to whom this legislation applies and, based on the number of eligible students and relative needs, identify and plan educational opportunities accordingly. Depending on the situation, we anticipate that implementation of additional credit recovery programs, etc. may have impacts or effects on employee working conditions which will require notice and appropriate negotiations with relevant labor unions.

If you have any questions regarding this legislation and how it affects your agency, please call one of our six offices.



**F3 NewsFlash® Written by:**

*Elizabeth "Lisa" Mori, partner*

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**This F3 NewsFlash® is a summary only and not legal advice. We recommend that you consult with legal counsel to determine how this legal development may apply to your specific facts and circumstances.**

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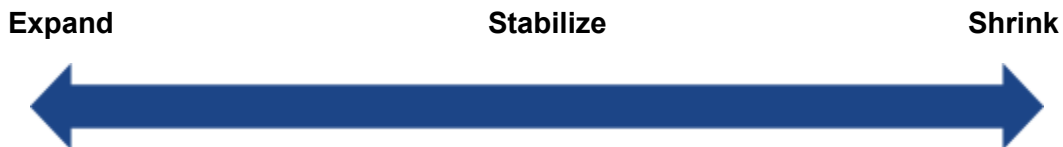
## Plausible Futures for Making Waves Academy College and Career Counseling

### Plausible Futures

From the perspective of the College and Career Counseling office, there are at least three plausible futures that await our school in the near-term: “expand,” “stabilize,” or “shrink.” What forces will influence where we arrive in the next 6-8 months?

	Future 1 “Expand”	Future 2 “Stabilize”	Future 3 “Shrink”
<b>What?</b>	If the inflow of talent <i>outpaces</i> the outflow of talent...	If the inflow of talent <i>matches</i> the outflow of talent...	If the outflow of talent <i>outpaces</i> the inflow of talent...
<b>So what?</b>	...we will experience an abundance of talent...	...we will experience equilibrium...	...we will experience a talent shortage...
<b>Now what?</b>	...positioning us to <b>expand</b> our programs.	...meaning <b>no material changes</b> to our current programs.	...causing us to <b>shrink</b> our programs.

Given our inflow and outflow of talent, where is our school currently situated on the continuum of expand-stabilize-shrink? Where do you think we will go?





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**Course Offering**

Given these plausible futures, what changes to the course offering would we consider “acceptable”? What would not be acceptable?

	Future 1 “Expand”	Future 2 “Stabilize”	Future 3 “Shrink”
<i>The potential changes below are examples of possible shifts, given different futures -- they are not formal proposals or plans.</i>			
<b>Potential changes to the course offering</b>	Add the following proposed courses:  Principles of Finance  Introduction to Music  Codesters and Cisco Academy (CTE Pathway for Information and Communication Technology (Computer Science))  Neuroscience  An additional language	No change to the course offering	Limit electives and optimize for offering CA state high school requirements;  Redeploy live teachers to CA state high school requirements and use UC Scout for additional a-g coursework and academic credit recovery;  Increase class sizes to 35



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## College Application and Post-secondary Planning Season for AY 2020-21 College and Career Counseling

I'm pleased to share some highlights and reflections from the 18th Wave's college application and post-secondary planning season. Here are some headlines that I've gleaned from the data:

- Despite COVID-19, Making Waves Academy is maintaining its goal of 95% of graduates having a post-secondary plan (Table 1).
- Low academic performance, low family income, unstable housing, stressful family events, and the availability of job opportunities that do not require formal schooling are among some of the contextual factors related to some of our graduates with no post-secondary plans (Table 2).
- Over the last six years, college admission rates for Wave-Makers have risen, with this year's overall rate landing within our target range of 60-70%, indicating an optimal mix of offers from target, reach, and safety schools (Table 3).
- The Class of 2021 submitted applications to 90 institutions, with college-going graduates applying to an average of 8 schools, and 79 choosing to opt-in to CAP, our college success program (Tables 4, 5, and 6).
- Based on commitment data, the 18th Wave is expected to have an estimated college completion (ECC) rate that outperforms prior cohorts, meeting our growth expectations for the ECC over time (Tables 7 and 8).
- We expect that with each graduating class, the cohort ECC will increase at an annual rate of approximately 1-2% until it approaches our goal of 70%, at which point we believe it will level out and maintain.

I am so proud of what our graduates have accomplished. They will certainly go on to do great things as newly-minted alumni of Making Waves Academy, whether they are entering the workforce, going to college, or still deciding what their future holds.

The opportunities that await the members of the Class of 2021 are the result of their individual accomplishments combined with, and accompanied by, the environment and community that nurtured them. These students were encouraged to pursue their dreams by multiple people across time from within the community. A special thank you goes to our senior advisors, our team within the College and Career Counseling office, and to our partners at CAP, our college success program.

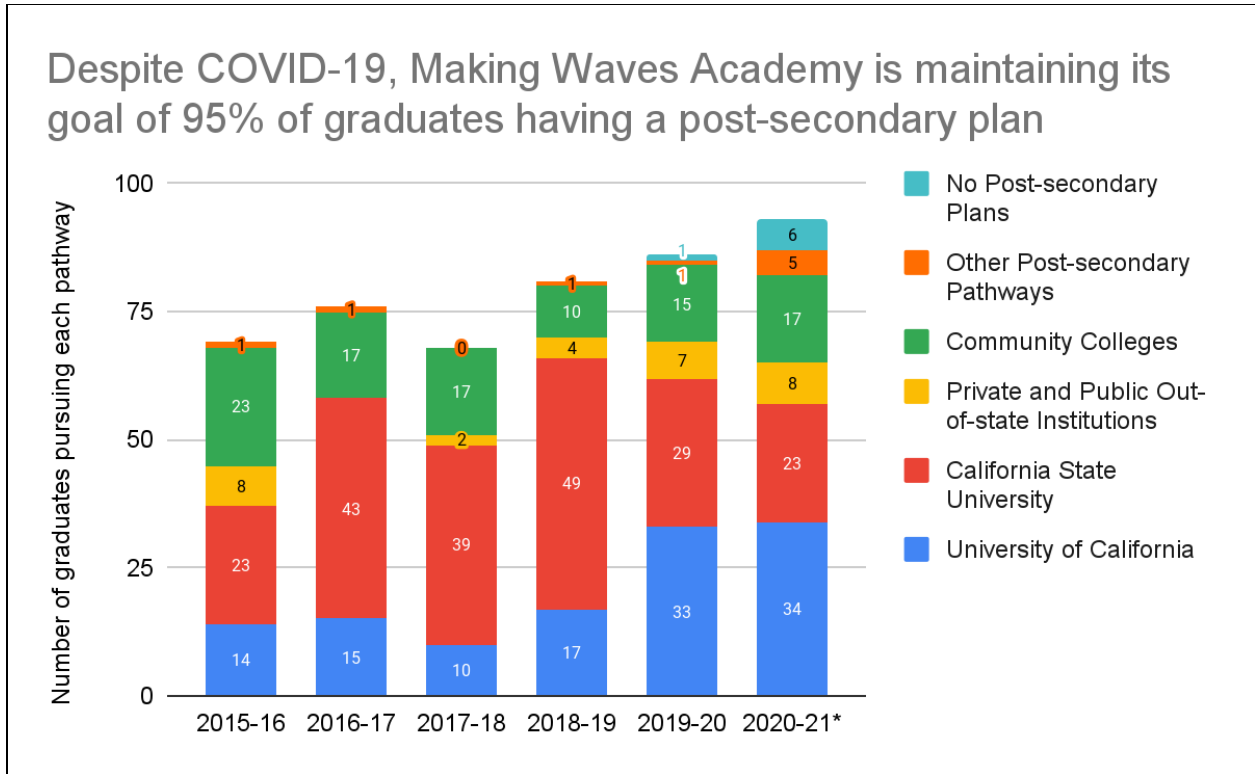
Congratulations to you -- our families, faculty, advisors, staff, leaders, partners, governing board, and Making Waves Foundation -- for a job well done. Here's to the 18th Wave!



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Table 1

**Despite COVID-19, Making Waves Academy is maintaining its goal of 95% of graduates having a post-secondary plan.**



\* Numbers and percentages within this report were accurate as of its time of publication, Summer 2021. Final rates for the Class of 2021 will be updated once graduation rates are published by the California Department of Education.



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Table 2

**Contextual Factors of Projected Graduates with No Post-secondary Plan**

	Rising Graduates	
	Communicative	Non-communicative
<b>Projected graduates with no post-secondary plan</b>	<b>3</b>	<b>3</b>
Below are contextual factors of graduates with no post-secondary plan, based on a review of literature from REL Pacific that identified factors contributing to non-enrollment and chronic absenteeism <sup>1</sup> . In some instances, multiple contextual factors apply to a single student.		
<b>Student-specific</b>		
Teenage motherhood		
Low academic performance and repeating grades	3	3
Lack of caring relationships with adults		
Negative peer influence		
Bullying		
<b>Family-specific</b>		
Low family income	2	
Low parent involvement		
Unstable housing	1	
At-home responsibilities		
Stressful family events conflicting home and school priorities	1	
Language differences		
<b>School-specific</b>		
Poor conditions or lack of school facilities		
Low-quality teachers		
Teacher shortages		
Poor student-teacher interactions		
Geographic access to school		
Less challenging courses and student boredom		
<b>Community-specific</b>		
Availability of job opportunities that do not require formal schooling	2	
Unsafe neighborhoods		
Low compulsory education requirements		
Lack of social and education support services		
<b>Additional factors identified by staff and faculty at Making Waves Academy</b>		
Students wanting alternate pathways, straight into career, vocational, or family-business	2	
Avoidance / Refusal	1	

<sup>1</sup> Black, A. T., Seder, R. C., & Kekahio, W. (2014). Review of research on student nonenrollment and chronic absenteeism: A report for the Pacific Region (REL 2015–054). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <http://ies.ed.gov/ncee/edlabs>.





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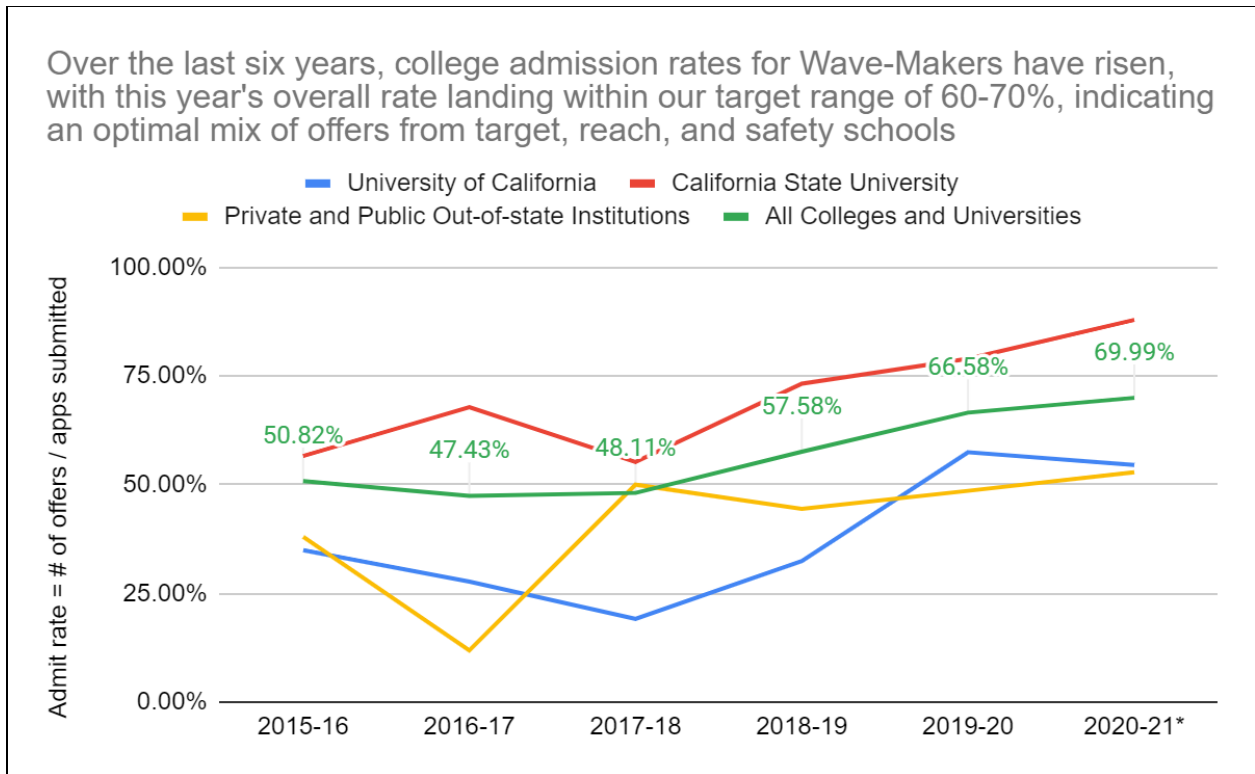
Family non-responsive to school outreach attempts	1	
Mental health	1	
WiFi / Technology challenges		2



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Table 3

**Over the last six years, college admission rates for Wave-Makers have risen, with this year's overall rate landing within our target range of 60-70%, indicating an optimal mix of offers from target, reach, and safety schools.**





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Table 4

**The Class of 2021 submitted college applications to 90 institutions.**

		2020-21*				
		18th Wave				
Institution Type	Institution Name	Apps Submitted	Admissions Offers	Students Committing	MWA Admission Rate	IPEDS Admission Rate <sup>2</sup>
University of California	University of California, Berkeley	45	17	<b>13</b>	37.78%	17%
University of California	University of California, Davis	42	21	<b>6</b>	50.00%	42%
University of California	University of California, Irvine	12	5		41.67%	41%
University of California	University of California, Los Angeles	23	5	<b>4</b>	21.74%	18%
University of California	University of California, Merced	57	54	<b>6</b>	94.74%	74%
University of California	University of California, Riverside	11	5		45.45%	66%
University of California	University of California, San Diego	19	6		31.58%	36%
University of California	University of California, Santa Barbara	18	8		44.44%	36%
University of California	University of California, Santa Cruz	37	23	<b>5</b>	62.16%	58%
California State University	California State University Maritime Academy	1	1		100.00%	68%
California State University	California Polytechnic State University, Pomona	8	2		25.00%	59%
California State University	California Polytechnic State University, San Luis Obispo	11	7	<b>1</b>	63.64%	29%
California State University	California State University, Bakersfield	2	2		100.00%	68%
California State University	California State University, Channel Islands	3	3		100.00%	74%
California State University	California State University, Chico	15	14		93.33%	65%
California State University	California State University, Dominguez Hills	2	2		100.00%	48%
California State University	California State University, East Bay	45	45	<b>5</b>	100.00%	70%
California State University	California State University, Long Beach	11	3		27.27%	48%
California State University	California State University, Los Angeles	7	6		85.71%	32%
California State University	California State University, Monterey Bay	10	10		100.00%	64%
California State University	California State University, Northridge	3	3		100.00%	35%

<sup>2</sup> Admission rates for 4-year institutions are based on IPEDS data received from Bellwether Education Partners for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent (Integrated Postsecondary Education Data System from the National Center for Education Statistics).



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California State University	California State University, San Bernardino	2	2		100.00%	48%
California State University	California State University, San Marcos	1	1		100.00%	52%
California State University	California State University, Stanislaus	4	4		100.00%	74%
California State University	Humboldt State University	4	4		100.00%	77%
California State University	Sacramento State University	31	31	<b>4</b>	100.00%	72%
California State University	San Diego State University	17	5		29.41%	35%
California State University	San Francisco State University	58	57	<b>7</b>	98.28%	68%
California State University	San Jose State University	27	24	<b>3</b>	88.89%	53%
California State University	Sonoma State University	36	36	<b>3</b>	100.00%	76%
In-state Private Institutions	California Institute of Technology	1	0		0.00%	8%
In-state Private Institutions	Dominican University	4	3	<b>1</b>	75.00%	64%
In-state Private Institutions	Holy Names University	2	2		100.00%	48%
In-state Private Institutions	Loyola Marymount University	2	2	<b>1</b>	100.00%	54%
In-state Private Institutions	Mills College	3	3		100.00%	84%
In-state Private Institutions	Saint Mary's College of California	2	2	<b>1</b>	100.00%	80%
In-state Private Institutions	Santa Clara University	3	2		66.67%	48%
In-state Private Institutions	Scripps College	1	1		100.00%	30%
In-state Private Institutions	Stanford University	5	0		0.00%	5%
In-state Private Institutions	University of San Diego	1	1		100.00%	51%
In-state Private Institutions	University of San Francisco	8	6	<b>1</b>	75.00%	71%
In-state Private Institutions	University of Southern California	7	3		42.86%	17%
In-state Private Institutions	University of the Pacific	1	1		100.00%	66%
Historically Black Colleges and Universities	Howard University	2	1		50.00%	30%
Out-of-state Private Institutions	Barnard College	2	0		0.00%	17%
Out-of-state Private Institutions	Baylor University	1	0		0.00%	40%
Out-of-state Private Institutions	Beloit College	1	1		100.00%	70%
Out-of-state Private Institutions	Boston University	3	0		0.00%	29%
Out-of-state Private Institutions	Brown University	3	0		0.00%	9%
Out-of-state Private Institutions	Bucknell University	1	0		0.00%	30%
Out-of-state Private Institutions	Carnegie Mellon University	3	0		0.00%	22%
Out-of-state Private Institutions	Creighton University	1	0		0.00%	71%
Out-of-state Private Institutions	Dartmouth College	1	0		0.00%	11%



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Out-of-state Private Institutions	Dickinson College	1	1		100.00%	43%
Out-of-state Private Institutions	Earlham College	1	1		100.00%	58%
Out-of-state Private Institutions	Hamilton College	1	0		0.00%	26%
Out-of-state Private Institutions	Harvard University	1	0		0.00%	5%
Out-of-state Private Institutions	Hawaii Pacific University	2	2		100.00%	75%
Out-of-state Private Institutions	Kalamazoo College	2	2		100.00%	66%
Out-of-state Private Institutions	Kettering University	1	1		100.00%	72%
Out-of-state Private Institutions	Lehigh University	1	1	<b>1</b>	100.00%	26%
Out-of-state Private Institutions	Marquette University	1	0		0.00%	84%
Out-of-state Private Institutions	Massachusetts Institute of Technology	1	0		0.00%	8%
Out-of-state Private Institutions	New York University	3	0		0.00%	32%
Out-of-state Private Institutions	Northeastern University	1	0		0.00%	29%
Out-of-state Private Institutions	Otis College of Art and Design	1	1		100.00%	93%
Out-of-state Private Institutions	Rhode Island School of Design	1	0		0.00%	34%
Out-of-state Private Institutions	Saint Olaf College	1	0		0.00%	45%
Out-of-state Private Institutions	The New School	1	0		0.00%	60%
Out-of-state Private Institutions	Union College	1	0		0.00%	67%
Out-of-state Private Institutions	University of Denver	1	1		100.00%	53%
Out-of-state Private Institutions	University of Pennsylvania	2	0		0.00%	9%
Out-of-state Private Institutions	University of Portland	2	2		100.00%	61%
Out-of-state Private Institutions	University of Puget Sound	1	1		100.00%	79%
Out-of-state Private Institutions	Vassar College	2	1		50.00%	27%
Out-of-state Private Institutions	Washington University in St. Louis	1	0		0.00%	17%
Out-of-state Private Institutions	Yale University	3	0		0.00%	6%
Out-of-state Public Institutions	Michigan State University	1	1		100.00%	66%
Out-of-state Public Institutions	Northern Arizona University	1	1		100.00%	78%
Out-of-state Public Institutions	Pennsylvania State University	1	1		100.00%	56%
Out-of-state Public Institutions	Portland State University	1	1		100.00%	89%
Out-of-state Public Institutions	University of Houston	1	1		100.00%	59%
Out-of-state Public Institutions	University of Nevada, Reno	3	3	<b>2</b>	100.00%	83%
Out-of-state Public Institutions	University of Oregon	4	4		100.00%	78%
Out-of-state Public Institutions	The University of Texas at Austin	1	1	<b>1</b>	100.00%	40%



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Community Colleges	Berkeley City College	2	2	<b>2</b>	100.00%	100%
Community Colleges	Contra Costa College	8	8	<b>8</b>	100.00%	100%
Community Colleges	Diablo Valley College	3	3	<b>3</b>	100.00%	100%
Community Colleges	Laney College	1	1	<b>1</b>	100.00%	100%
Community Colleges	Lone Star College	1	1	<b>1</b>	100.00%	100%
Community Colleges	Undecided	2	2	<b>2</b>	100.00%	100%
Post-secondary Pathways other than College	Job or Job Offer	5	5	<b>5</b>	100.00%	-%



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Table 5

**College-going graduates from the 2020-21 school year applied to an average of 8 schools per student.**

Institution or Plan Type	2018-19				2019-20				2020-21*			
	16th Wave				17th Wave				18th Wave			
	<i>Apps Submitted</i>	<i>Admissions Offers</i>	<i>MWA Admission Rate</i>	<i>Students Committing</i>	<i>Apps Submitted</i>	<i>Admissions Offers</i>	<i>MWA Admission Rate</i>	<i>Students Committing</i>	<i>Apps Submitted</i>	<i>Admissions Offers</i>	<i>MWA Admission Rate</i>	<i>Students Committing</i>
University of California	191	62	32.46%	17	261	150	57.47%	33	264	144	54.55%	34
California State University	370	271	73.24%	49	357	282	78.99%	29	298	262	87.92%	23
Private and Public Out-of-state Institutions	108	48	44.44%	4	142	69	48.59%	7	104	55	52.88%	8
Community Colleges	10	10	100.00%	10	15	15	100.00%	15	17	17	100.00%	17
All Colleges and Universities	679	391	57.58%	80	775	516	66.58%	84	683	478	69.99%	82
Pathways Other than College				1				1				5
No Plan or Undecided								1				6
Average # of applications submitted among college-going graduates	8				9				8			





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Table 6

**79 graduates from the Class of 2021 chose to opt-in to CAP, our college success program.**

**Projected Graduation Rates and Post-secondary Plans**

	Rising Graduates	
	12 <sup>th</sup> Graders	11 <sup>th</sup> Graders*
<b>Total number of rising graduates at the start of AY 2020-21</b>	<b>101</b>	<b>3</b>
Projected graduates by June 2021	90	0
<b>Projected graduates by August 2021</b>	<b>93</b>	<b>0</b>
<b>Post-secondary plans among projected graduates (n=93)</b>		
<b>Projected graduates with a post-secondary plan</b>	<b>93.5% (87)</b>	<b>-</b>
Projected graduates committing to college	88.2% (82)	-
Projected graduates committing to four-year college	70.0% (65)	-
Projected graduates committing to community college	18.3% (17)	-
Projected graduates committing to a job or job offer	5.4% (5)	-
Projected graduates with no post-secondary plan (See Table 2)	6.5% (6)**	-
Projected graduates who have opted-in to CAP	84.9% (79)	-
Projected graduates who have not opted-in to CAP (See Below)	15.1% (14)	-
<b>Reasons why projected graduates have not opted-in to CAP</b>		
<b>Projected graduates who have not opted-in to CAP</b>	<b>14</b>	<b>-</b>
No post-secondary plan (See Table 2)	6	-
Committing to a job or job offer	5	-
Still considering opting-in to CAP and pursuing community college	2	-
Pursuing college, but displeased with Making Waves	1	-

\* Three 18<sup>th</sup> Wavers were retained in a previous year and were offered high school to post-secondary transition programming, with the possibility of catching up on academic credits and graduating with their original wave. At this point in time, it looks like these students will not graduate within four years – they will return next year.

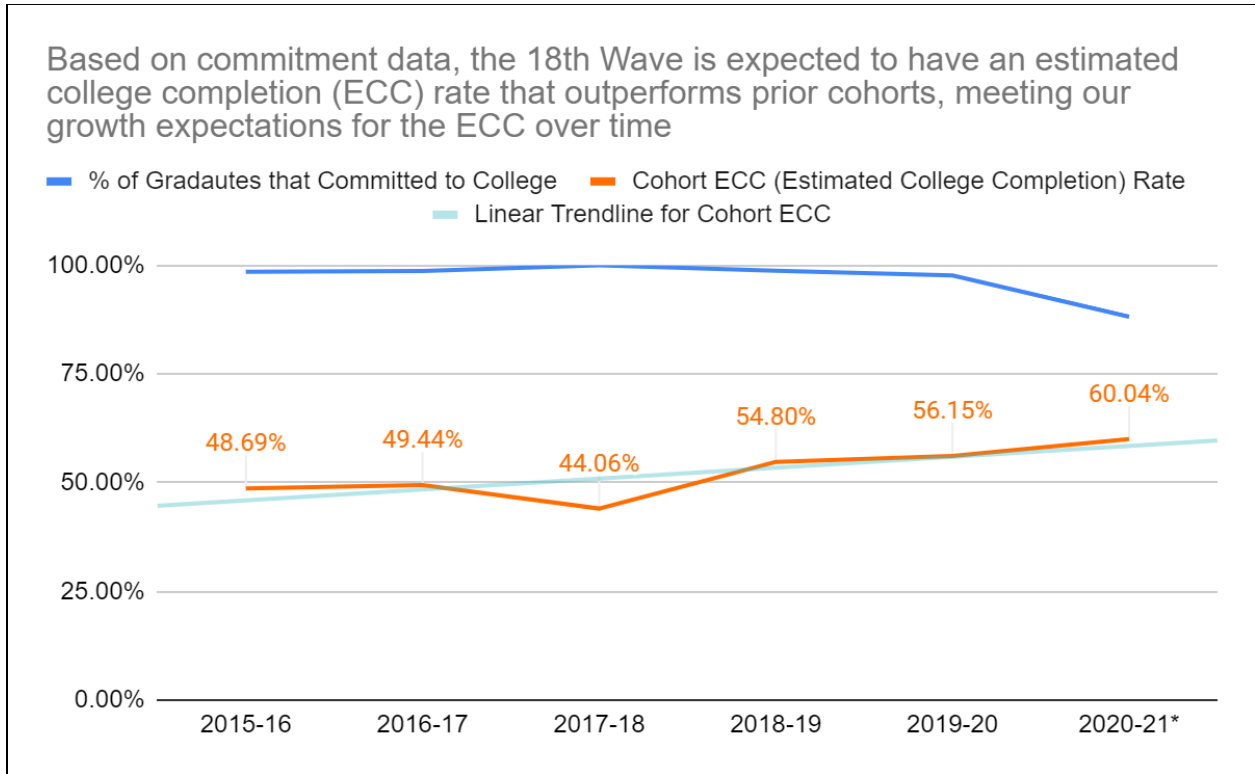
\*\* All six of our projected graduates with no post-secondary plans had initially indicated interest in attending community colleges, according to a survey administered at the start of the academic year. Additionally, three had expressed interest in pursuing employment while also attending community college, with one having indicated interest in pursuing a tattoo apprenticeship, and another expressing interest in continuing work as a barber.



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Table 7

**Based on commitment data, the 18th Wave is expected to have an estimated college completion (ECC) rate that outperforms prior cohorts, meeting our growth expectations for the ECC over time.**



**We expect that with each graduating class, the cohort ECC will increase at an annual rate of approximately 1-2% until it approaches 70%, at which point it will level out and maintain.**



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Table 8

**Among college-going graduates from the Class of 2021, 60% are estimated to earn their degrees within six years, meeting our growth expectations for the ECC.**

Institutions that, as of June 1, college-going graduates from the Class of 2021 have committed to attending this fall. An institution is listed for each graduate that is committed to attending.	6-year graduation rates <sup>3</sup>
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Berkeley	91.0%
University of California-Los Angeles	91.0%
University of California-Los Angeles	91.0%
University of California-Los Angeles	91.0%
University of California-Los Angeles	91.0%
Lehigh University	86.0%
University of California-Davis	85.0%
University of California-Davis	85.0%
University of California-Davis	85.0%
University of California-Davis	85.0%
University of California-Davis	85.0%
University of California-Davis	85.0%
The University of Texas at Austin	83.0%

<sup>3</sup> Graduation rates for 4-year institutions are based on IPEDS data received from Bellwether Education Partners for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent (Integrated Postsecondary Education Data System from the National Center for Education Statistics). 6-year graduation rates appear for 4-year institutions, while 3-year graduation rates appear for community colleges, which are based on data from College Scorecard (U.S. Department of Education). 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. Our goal is to match college-going students to institutions with high graduation rates.



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California Polytechnic State University-San Luis Obispo	79.0%
Loyola Marymount University	79.0%
University of California-Santa Cruz	77.0%
University of California-Santa Cruz	77.0%
University of California-Santa Cruz	77.0%
University of California-Santa Cruz	77.0%
University of California-Santa Cruz	77.0%
University of San Francisco	77.0%
Saint Mary's College of California	76.0%
University of California-Merced	64.0%
University of California-Merced	64.0%
University of California-Merced	64.0%
University of California-Merced	64.0%
University of California-Merced	64.0%
University of California-Merced	64.0%
Dominican University of California	62.0%
Sonoma State University	58.0%
Sonoma State University	58.0%
Sonoma State University	58.0%
San Jose State University	57.0%
San Jose State University	57.0%
San Jose State University	57.0%
University of Nevada-Reno	55.0%
University of Nevada-Reno	55.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
California State University-Sacramento	48.0%
California State University-Sacramento	48.0%
California State University-Sacramento	48.0%
California State University-Sacramento	48.0%
California State University-Sacramento	48.0%
California State University-East Bay	42.0%
California State University-East Bay	42.0%
California State University-East Bay	42.0%
California State University-East Bay	42.0%



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California State University-East Bay	42.0%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Lone Star College	19.0%
Laney College	13.0%
Berkeley City College	10.4%
Berkeley City College	10.4%
Berkeley City College	10.4%
<b>Cohort Estimated College Completion (ECC) Rate</b>	<b>60.3%</b>

# Coversheet

## Day of Slides

**Section:** II. Curriculum  
**Item:** E. Day of Slides  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Curriculum Review Committee Presentation 10.12.2021 jss (1).pdf





# Curriculum Review Committee College and Career Counseling



*Learn. Graduate. Give Back.*



# Agenda

Agenda Item	Time
Pre-reading Discussion	15 Minutes
Next in College Readiness 19th Wave Profile and Differentiation	25 Minutes
Closing and Repeat-back	5 Minutes

# Pre-reading and Q&A

## Agendized for discussion today

### **Next in College Readiness: PSAT and SAT** ✓

Does it still make sense to administer the PSAT and SAT to all students in grades 8-12?

### **19th Wave Profile and Differentiation** ✓

The admissions results of this year's college-bound graduates may mirror that of the Class of 2018. Are we ready to invite more students to learn about, and engage with, our new approach to college and career planning?

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

### **Course Offering**

Our course offering is optimized for a-g completion, but new legislation (AB 104) will allow high school graduation according to state requirements this year.

### **Plausible Futures**

There are at least three plausible futures that await our school in the near-term: “expand,” “stabilize,” or “shrink.”

### **Estimated College Completion (ECC)**

Last year's seniors are expected to complete college at a high rate.

# Next in College Readiness

**With the University of California (UC) abandoning use of the SAT and ACT, does it still make sense to annually administer the PSAT and SAT to all students in grades 8-12?**

## **EdSource**

Under a settlement reached in May 2021, the UCs will no longer consider SAT or ACT in admission or scholarship decisions.

## **MWA**

Due to short staffing at our school, administering a fair and incident-free SAT meant cancelling the PSAT this year.

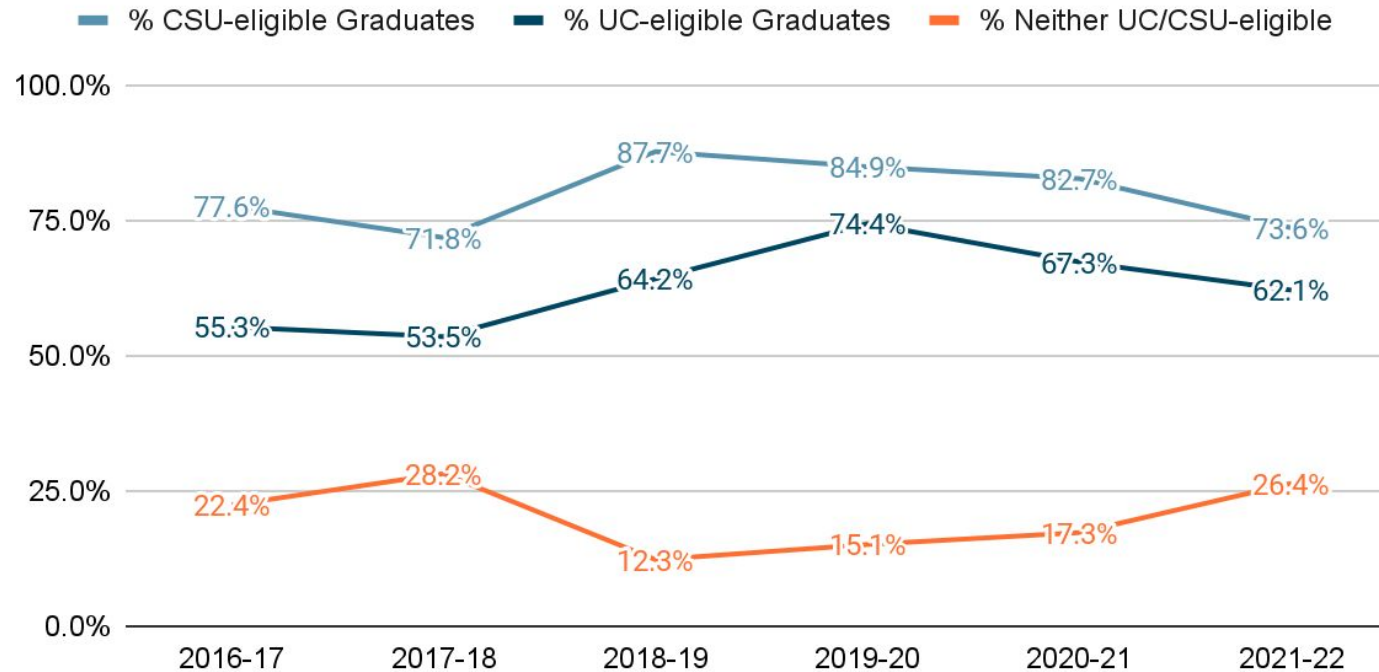
Students applying to colleges and universities that accept SAT or ACT scores are being encouraged to take the exams.

Burke, M. (2021, May 15). University of California must drop SAT, ACT scores for admissions and scholarships. *EdSource*. <https://edsources.org/2021/university-of-california-must-drop-sat-act-scores-for-admissions-and-scholarships/654842>

# 19th Wave Profile

The post-secondary plans of this year's college-bound graduates may mirror that of the Class of 2018, based on similar eligibility rates.

70% of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates

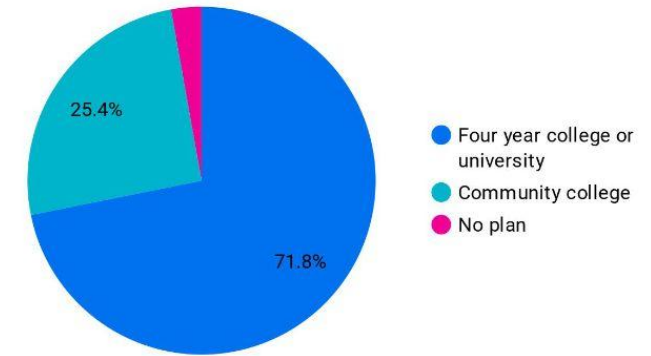


# At graduation, what did seniors commit to doing after high school?

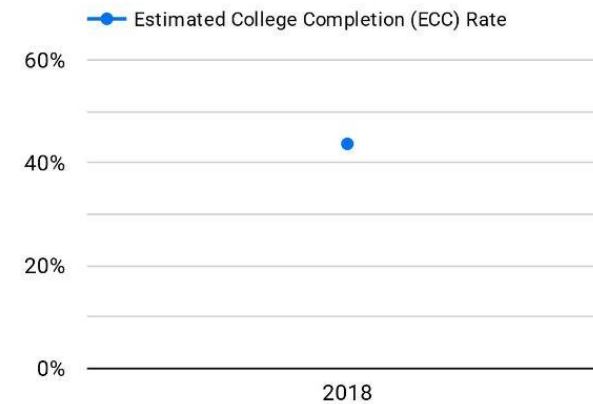
Making Waves Academy post-secondary data from 2015 to 2021

Class of: 2018 (1) ▾

May 1 Commitment		Record Count	Estimated College Co...
1.	University of California, Berkeley	1	91%
2.	University of California, Davis	2	85%
3.	University of California, Santa Cruz	1	77%
4.	University of California, Riverside	1	75%
5.	Mills College	1	68%
6.	University of California, Merced	5	64%
7.	California State University, Northridge	1	60%
8.	Sonoma State University	2	58%
9.	San Jose State University	2	57%
10.	San Francisco State University	9	54%
11.	California State University, Stanislaus	2	53%
12.	Sacramento State University	4	48%
13.	Humboldt State University	1	47%
14.	Holy Names University	1	43%
15.	California State University, East Bay	16	42%
16.	California State University, Bakersfield	2	41%
17.	San Antonio College	1	22%
18.	Contra Costa College	8	21.6%
19.	College of Marin	1	15.4%
20.	Laney College	1	13%
<b>Grand total</b>		<b>71</b>	<b>43.7%</b>



We expect that with each graduating class, the cohort ECC will increase at an annual rate of approximately 1-2% until it approaches 70%, at which point it will level out and maintain.



# Differentiation

Are we ready to invite more students to learn about, and engage with, our new approach to college and career planning?

## 19th Wave

Students in the 19th Wave plan to pursue the full range of pathways we currently support, signalling a more inclusive approach to college and career counseling.

## AI and Automation

Based on student archetypes that emerged from design thinking exercises, we designed five modernization efforts to help us reach hard-to-reach students:

value proposition, content distribution model, online appointment system, email automation, and an AI chatbot.

We are seeing early signs that the “test and learn” is working.



## COLLEGE AND CAREER COUNSELING

# Product Demo



## COLLEGE AND CAREER COUNSELING

# Getting started is easy

Access judgment-free support, no matter what's going on

Watson

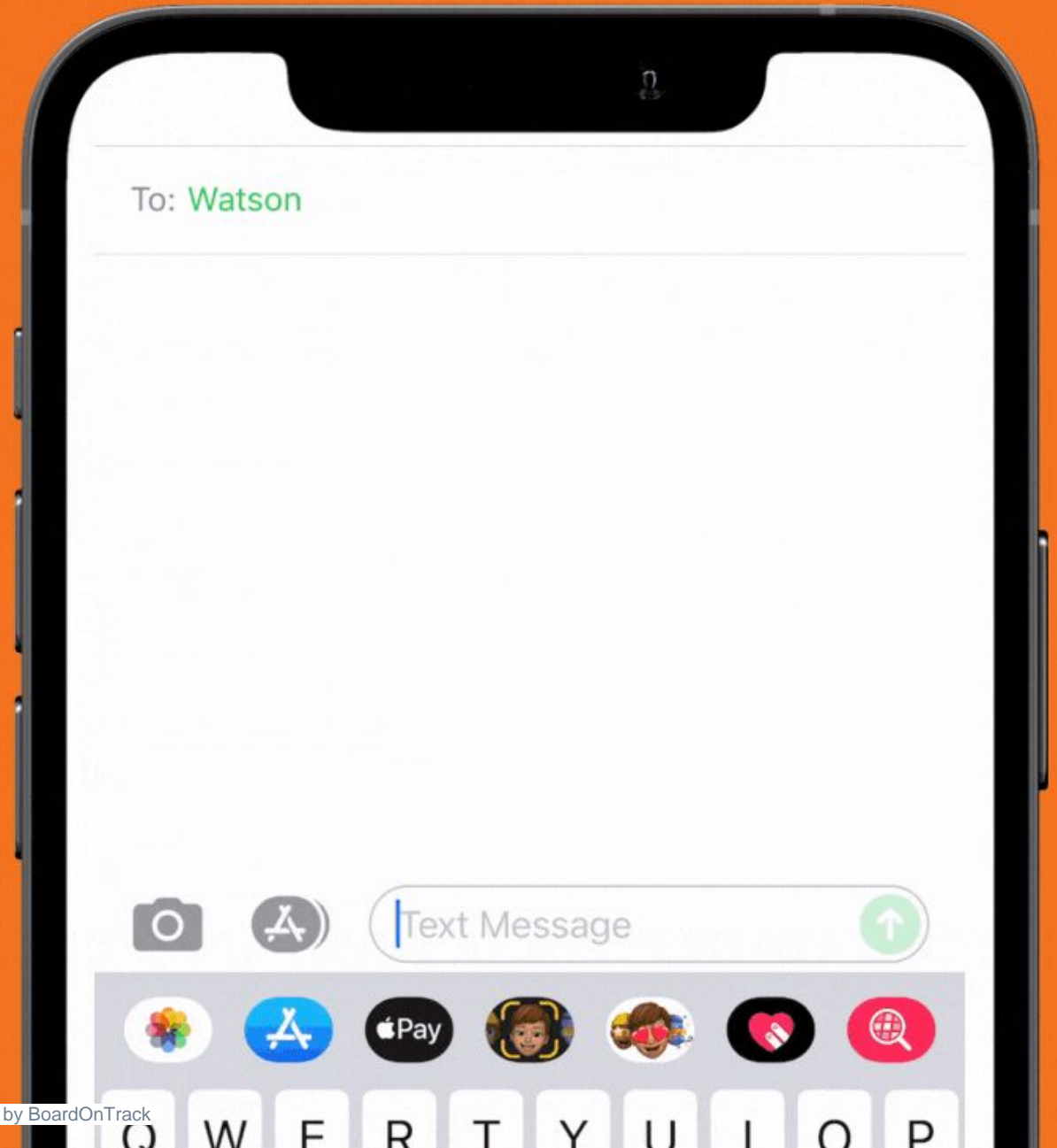


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## COLLEGE AND CAREER COUNSELING

# Remember due dates

"What is the due date for CSU apps?"



COLLEGE AND CAREER COUNSELING

**Meet whenever you're ready**

"Can I meet with Ms. Chan?"



## Step-by-step support

"How do I start writing my college essays?"





# Thank you.



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