



Making Waves Academy

Curriculum & Instruction Review Advisory Committee Meeting

Date and Time

Tue Apr 19, 2022 at 10:30 AM PDT

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/89804346140?pwd=WGgyNUc0Q2duQnZBQ1E0a01QYWFTdz09>

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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:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

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

- 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 for Special Committee Meetings, members of the public may
 - The public may address the Board regarding **any item that has been described in the notice for this meeting.**
 - **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 ayarbrough@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:*
 - El público puede dirigirse a la Junta con **respecto a cualquier tema que se haya descrito en el aviso para esta reunión.**

- **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 ayarbrough@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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Please note that all agenda times are estimates.

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

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.** Master Calendar and Bell Schedules for 2022-2024
Preview and discussion about the master calendar and bell schedules for 2022-2024.
- D.** Lunch Break
- E.** College and Career Counseling Presentation & Discussion
Director of the College and Career Center provides an update on course/programming offerings for 2021-2022.
- F.** Day of Slides
Slides to be presented the day of the meeting.

III. Closing Items

- A.** Confirm Action Items, Exit Ticket, & Closing Thoughts
- B.** Adjourn Meeting

Coversheet

Rigorous Instruction Presentation & Discussion

Section: II. Curriculum
Item: B. Rigorous Instruction Presentation & Discussion
Purpose: Discuss

Submitted by:

Related Material:

CIRAC Pre-Reading_ Spring.pdf

5th Grade Social Studies Curriculum Analysis Template - Sheet1.pdf

5th Grade Social Studies Curriculum Analysis Template - Sheet1 (1).pdf

Bill Text - AB-101 Pupil instruction_ high school graduation requirements_ ethnic studies_.pdf

Current and Recommended Curriculum (CIRAC Spring 2022) (1).pdf

Student Choice Versus the Classics _ Edutopia.pdf

Updated Math Curriculum Adoption Timeline.pdf

Updated Math Curriculum Pilot Proposal.pdf

Why Reading Literature in High-School English Class Should Educate the Emotions - The Atlantic.
pdf



Spring Curriculum Instruction Review Advisory Committee Academic Instruction Team Pre-reading

Essential Question: Based on your understanding of the current climate in education, how do you recommend we “stress test” our systems to assess our instructional support priorities next year?

Instruction

This year, amidst continued vacancies in leadership and faculty, the Academic Instruction Team has prioritized securing mid-year staffing (new hires) and supporting new and existing staff in real time. In response to the real-time feedback from faculty and the ongoing student needs on campus, the Academic Instruction Team continues to prioritize visibility on campus and provide direct support in classrooms. This spring, the Academic Instruction Team collects outstanding challenges and synthesizes key learnings, while seeking to deepen collaboration with our holistic team and develop plans to better support students and teachers. We look forward to shifting our focus to professional development based on a cadence of instructional observations and cycles of intentionally planned data analysis - re-engaging teaching and learning cycles.

Curriculum and Textbooks

Discussion Question: As we look to pilot a new curriculum for next year in US math and 5th grade social science classes, what best practices should we keep in mind to guide both the selection and the implementation processes?

- [AY2021-22 Curriculum and Textbooks](#) (including recommendations for AY2022-23)

Recommendation #1: 5th Grade Social Studies Curriculum

Currently, only three textbook providers are approved by the CDE for use in 5th grade:

- Teachers’ Curriculum Institute (TCI) - *Social Studies Alive! California Series* (currently in use)
- Pearson Scott Foresman and Prentice Hall - *California History-Social Science: myWorld Interactive*
- McGraw-Hill School Education - *Impact: California Social Studies*

Suggested Timeline:

- **April/ May:** Review alternative curriculum in committee with current teachers, content lead and DAI
- **May:** Determine selection using [rubric](#) (draft)
- **June:** Order curriculum and work with vendor for professional development during preservice (August) PD week



- **July/ August:** Ensure teachers have curriculum for planning, provide professional development as available

Fiscal Impact: \$15,000 - \$20,000 (estimated)

Recommendation #2: Explore purchasing additional textbooks for 6-8th grade Social Science classes

Currently 6th-8th grade social science courses have access to *Discovery Education Social Science Techbook* for Ancient World History (6th), Medieval and Early Modern World History (7th), and U.S. History (8th). We want to assess the desire, based on teacher input, for hardcopy textbooks to use in the classroom, or to take home.

Fiscal Impact: \$15,300 (approximate)

Recommendation #3: Budget for Supplemental Novels in US English classes, aligned to Springboard Curriculum

Example Title: *Parable of the Sower* by Octavia Butler

Grade: 11

Rationale: From Mr. Persina: This would replace the novel *Their Eyes Were Watching God*, a novel we review through the critical lens of the Harlem Renaissance. The novel, though beautiful, does not capture the students' inspiration as much as I believe Octavia Butler. The assignment and unit's core skills, and writing would remain the same, but it would replace *Their Eyes Were Watching God* and The Black Arts movement would replace the Harlem Renaissance. The themes and context of the novel will have more buy-in, I believe.

Example Title: *Animal Farm* by George Orwell

Grade: 8

Rationale: This text would absolutely complement the unit which features dystopian literature, expose students to Orwell's classic writing, and potentially replace our current novel "The Giver" by Lois Lowry. I like the addition of Orwell because it adds a level of text complexity not found in Lowry's novel.

Fiscal Impact: \$2,400 - \$3,600 - approximate based on 2-3 new titles and replacements for worn titles

Optional Reading:

[The Reading Wars: Choice vs. Canon](#) (Edtopia)

Quick Gist:



“Whether it’s Gabriel García Márquez, Toni Morrison, or Harper Lee, shared reading can also improve equity by giving all students access to high-quality literature, [Doug] Lemov says. He also emphasizes that it teaches students to engage in a balanced and civil discourse, asserting that ‘you can only really listen to someone else’s perspective on a story if you’re discussing a text that you have also read.’”

[Literature’s Emotional Lessons](#) (the Atlantic)

Quick Gist:

“English teachers don’t teach these important stories because they want to batter students with the darkness in human nature... Academic goals aside...they want to help students cope with real life—even when portions of that reality are unpleasant and disturbing. In the right hands, the important stories, grim plots and all, do that. Researchers who have studied emotion and cognition extensively, Patrick Hogan of the University of Connecticut and Keith Oatley of the University of Toronto, further suggest that literature can play a vital role in helping people understand the lives and minds of others, and that individuals and communities can benefit from that ability along with literacy and analytical prowess.”

Recommendation #4: Ethnic Studies (Planning Year - 2022-2023)

Key Understandings: Ethnic Studies Course Adoption in CA

[\(Link to Assembly Bill 101\)](#)

- Coursework required for 9-12, becomes graduation requirement by AY 2029-2030, implementation must begin by AY 2026-2027
- Can be a semester or year-long course (discretion of LEA)
- Must fulfill one of the following requirements:
 - A course based on the model curriculum developed pursuant to Section 51226.7.
 - An existing ethnic studies course.
 - An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.
 - A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.
- Curriculum, instruction, and instructional materials
 - Must be “appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners;



- Must not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.
- Should be developed in a process that involves multiple stakeholders within the community (e.g., teachers, parents/ guardians, faculty, staff, students, etc.)

Suggested Timeline:

- **May 2022:** Recruit interested faculty and leadership to participate in planning process
 - Provide CA Framework and legislation for pre-reading work
- **May - September 2022:** Collaborative meetings (2-3 meetings)
 - Develop a series of questions that “need to be answered” in order to design a course framework
 - Develop a plan to acquire and incorporate stakeholder input
 - Provide a draft proposal for CIRAC meeting in Fall 2022
- **August - December 2022:** Gather input on course framework from key stakeholders, including parents/ guardians, students, staff and during fall CIRAC (2-3 meetings)
- **January 2023:** Submit internal course description for review to Principal and Director of CCC. Upon approval, submit to UC Course Management Portal (UCMP) during 1st course submission phase (February 1st - June - 30th)

Recommendation #5: Upper School Math Curriculum (Revisit Pilot)

Successful implementation of standards-aligned curriculum is a pillar of high-quality instruction. In alignment with the approved pilot of a new upper school math curriculum, please find the updated timeline for AY22/23 (below). In preparation for next year’s pilot, the upper school math faculty will be granted access to Carnegie Learning’s digital platform as well as the OpenUp open source curriculum (launched summer 2021). As shared during the fall Curriculum Review Committee meeting, the math curriculum pilot was deprioritized as our math DAI began the year in the classroom and the DAI position remained vacant for the duration of the second semester. The linked resources have been updated to reflect the new timeline; however, the content of the pilot has remained unchanged. We look forward to providing the CIRAC with an implementation update during the fall CIRAC meeting.

- [Updated Math Curriculum Pilot Proposal](#)
- [Updated Math Curriculum Adoption Timeline](#)
- [Updated Math Curriculum Analysis Template](#)



Math Curriculum Analysis				
Curriculum Category	Criteria	Social Studies Alive! California Series (Teachers' Curriculum Institute)	California History-Social Science: myWorld Interactive (Pearson Scott Foresman and Prentice Hall)	Impact: California Social Studies (McGraw-Hill School Education)
Accessibility	Digital platform			
	Easy to use for teachers/students			
	Accommodations for students with IEPs			
	Various instructional strategies incorporated			
	Practice problems aligned to assessments			
	Scaffolded			
Curriculum	Standards aligned and mastery based			
	Interleaving math concepts and skills from prior years			
	Level of differentiation present to get the student to be on grade-level			
	Multiple Curriuclum			
Data	Digital assessments personalized/individualized			
	Quick turnaround on data/real time on digital platform			
	Easy to read or exportable data			
	Longitudinal data access to track progress from one grade-level to the next			
Online Systems	Chromebook compatible			
	Canvas compatible			
Student Engagement	Student feedback & Internal Rewarding System - Engagement			
	Student elected self assessments (whenever they want formatively)			
Assessments	Aligned to standards			
	Predictive for SBAC			
	Mixture of question types			

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Staff Development	Teacher community platform for materials/lessons			
	On-site or in person training to get support with leadership to problem solve			
	Direct support for teachers			

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	Direct support for teachers			

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AB-101 Pupil instruction: high school graduation requirements: ethnic studies. (2021-2022)

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Date Published: 10/11/2021 02:00 PM

Assembly Bill No. 101

CHAPTER 661

An act to amend Sections 51225.3 and 51226.7 of the Education Code, relating to pupil instruction.

[Approved by Governor October 08, 2021. Filed with Secretary of State
October 08, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

AB 101, Medina. Pupil instruction: high school graduation requirements: ethnic studies.

(1) Existing law requires a pupil to complete designated coursework while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school. These graduation requirements include, among others, the completion of 3 years of courses in English and 3 years of courses in social studies, including one-year courses in United States history and geography and world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics.

Existing law requires the Instructional Quality Commission to develop, and the State Board of Education to adopt, modify, or revise, a model curriculum in ethnic studies. Existing law also encourages each school district and charter school that maintains any of grades 9 to 12, inclusive, and that does not otherwise offer a standards-based ethnic studies curriculum to offer, beginning in the school year following the adoption of the model curriculum, a course of study in ethnic studies based on the model curriculum.

This bill would add the completion of a one-semester course in ethnic studies, meeting specified requirements, to the graduation requirements commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school. The bill would expressly authorize local educational agencies, including charter schools, to require a full-year course in ethnic studies at their discretion. The bill would require local educational agencies, including charter schools, to offer an ethnic studies course commencing with the 2025–26 school year, as specified. The bill would authorize, subject to the course offerings of a local educational agency, including a charter school, a pupil to satisfy the ethnic studies course requirement by completing either (A) a course based on the model curriculum in ethnic studies developed by the commission, (B) an existing ethnic studies course, (C) an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University, or (D) a locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The bill would prohibit a course that does not use ethnic studies content as the primary content through which the subject is taught from being used to satisfy the ethnic studies course requirement. The bill would require a pupil who completes a course described above to also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school. These provisions would become operative only upon an appropriation of funds by the Legislature for these purposes in the annual Budget Act or another statute.

Because the bill would add new duties to local educational agencies, it would constitute a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 51225.3 of the Education Code, as amended by Section 17 of Chapter 865 of the Statutes of 2018, is amended to read:

51225.3. (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts, world language, or, commencing with the 2012–13 school year, career technical education.

(i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(ii) For purposes of this subparagraph, “a course in career technical education” means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

(iii) This subparagraph does not require a school or school district that currently does not offer career technical education courses to start new career technical education programs for purposes of this section.

(iv) If a school district or county office of education elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the governing board of the school district or county office of education, before offering that alternative to pupils, shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board of all of the following:

(I) The intent to offer career technical education courses to fulfill the graduation requirement specified in this subparagraph.

(II) The impact that offering career technical education courses, pursuant to this subparagraph, will have on the availability of courses that meet the eligibility requirements for admission to the California State University and the University of California, and whether the career technical education courses to be offered pursuant to this subparagraph are approved to satisfy those eligibility requirements. If a school district elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the school district shall comply with subdivision (m) of Section 48980.

(III) The distinction, if any, between the high school graduation requirements of the school district or county office of education, and the eligibility requirements for admission to the California State University and the University of California.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by the act adding this subparagraph shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution.

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) On or before July 1, 2017, the department shall submit a comprehensive report to the appropriate policy committees of the Legislature on the addition of career technical education courses to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a), including, but not limited to, the following information:

(1) A comparison of the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2005–06 to 2011–12 school years, inclusive, to the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2012–13 to 2016–17 school years, inclusive.

(2) The reasons, reported by school districts, that pupils give for choosing to enroll in a career technical education course to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a).

(3) The type and number of career technical education courses that were conducted for the 2005–06 to 2011–12 school years, inclusive, compared to the type and number of career technical education courses that were conducted for the 2012–13 to 2016–17 school years, inclusive.

(4) The number of career technical education courses that satisfied the subject matter requirements for admission to the University of California or the California State University.

(5) The extent to which the career technical education courses chosen by pupils are aligned with the California Career Technical Education Model Curriculum Standards, and prepare pupils for employment, advanced training, and postsecondary education.

(6) The number of career technical education courses that also satisfy the visual and performing arts requirement, and the number of career technical education courses that also satisfy the world language requirement.

(7) Annual pupil dropout and graduation rates for the 2011–12 to 2014–15 school years, inclusive.

(d) For purposes of completing the report described in subdivision (c), the Superintendent may use existing state resources and federal funds. If state or federal funds are not available or sufficient, the Superintendent may apply for and accept grants, and receive donations and other financial support from public or private sources for purposes of this section.

(e) For purposes of completing the report described in subdivision (c), the Superintendent may accept support, including, but not limited to, financial and technical support, from high school reform advocates, teachers, chamber organizations, industry representatives, research centers, parents, and pupils.

(f) The amendments made to this section by the act adding this subdivision shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(g) This section shall become inoperative on the earlier of the following two dates:

(1) On July 1, immediately following the first fiscal year after the enactment of the act that adds this paragraph in which the number of career technical education courses that, as determined by the department, satisfy the world language requirement for admission to the California State University and the University of California is at least twice the number of career technical education courses that meet these admission requirements as of January 1, 2012. This section shall be repealed on the following January 1, unless a later enacted statute, that becomes operative on or before that date, deletes or extends the dates on which it becomes inoperative and is repealed. It is the intent of the Legislature that new career technical education courses that satisfy the world language requirement for admission to the California State University and the University of California focus on world languages aligned with career preparation, emphasizing real-world application and technical content in related career and technical education courses.

(2) On July 1, 2022, and, as of January 1, 2023, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2023, deletes or extends the dates on which it becomes inoperative and is repealed.

SEC. 2. Section 51225.3 of the Education Code, as amended by Section 18 of Chapter 865 of the Statutes of 2018, is amended to read:

51225.3. (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or world language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by the act adding this subparagraph shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) The amendments made to this section by the act adding this subdivision shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(e) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

SEC. 3. Section 51226.7 of the Education Code is amended to read:

51226.7. (a) The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in ethnic studies to ensure quality courses of study in ethnic studies. The model curriculum shall be developed with participation from faculty of ethnic studies programs at universities and colleges with ethnic studies programs and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade 12, inclusive, teachers who have relevant experience or education background in the study and teaching of ethnic studies.

(b) The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

(c) On or before December 31, 2020, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt the model curriculum on or before March 31, 2021.

(d) The Instructional Quality Commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.

(e) It is the intent of the Legislature that local educational agencies submit course outlines for ethnic studies for approval as A–G courses.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



AY2021-22 Curriculum and Textbooks

Middle School Curriculum and Textbooks		
Department	Grade Level(s)	Curriculum and Textbooks
English	<i>English 6-8</i>	<i>Springboard (College Board)</i> <i>Novels:</i>
	<i>English 5</i>	<i>Reading Wonders</i> <i>Novels:</i>
English Language Development	<i>English Language Development - Grades 6-8</i>	<i>Springboard ELD (College Board)</i>
	<i>English Language Development - Grade 5</i>	<i>Reading Wonders</i>
Math	<i>Math 6th-8th</i>	<i>Open Up Curriculum (Consumable)</i>
	<i>Grade 5 Math</i>	<i>Math Expressions</i>
History	<i>Grade 5-8</i>	<i>Discovery Ed</i>
Science	<i>Grade 5 Science</i>	<i>CA Science (Pearson Curriculum)</i>
	<i>Grade 6-8</i>	<i>Impact Science Curriculum</i>
Health and Wellness	<i>Health and Wellness</i>	<i>Life Time Health Study – Classroom Set</i>

Upper School Curriculum and Textbooks		
Department	Grade Level(s)	Curriculum and Textbooks
English	<i>English 9-11</i>	<i>Springboard (College Board)</i> <i>Novels:</i>
	<i>AP English Language & Composition</i>	<i>Thank You For Arguing (Penguin Random House)</i> <i>Princeton Review AP English Literature & Composition Prep, 2022: 4 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i>
	<i>English 12</i>	<i>Expository Reading & Writing Course (CSU Expository Reading)</i>
English Language Development	<i>ELD Writing 1 & 2</i>	<i>Springboard ELD (College Board)</i>
Math	<i>Algebra I Algebra II Geometry Pre-Calculus</i>	<i>Springboard (College Board)</i>
	<i>AP Statistics</i>	<i>AP Statistics & Data Analysis (NGL/Cengage)</i> <i>Princeton Review AP Statistics Prep, 2022: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i>
	<i>AP Calculus</i>	<i>Calculus: Graphical, Numerical, Algebraic (Pearson)</i>

		<i>Princeton Review AP Calculus AB Premium Prep, 2022: 7 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i>
Science	<i>Biology</i>	<i>Biology (Glencoe Science McGraw Hill)</i>
	<i>Modern Physics and</i>	<i>Glencoe Physical Science</i>

Science	<i>Chemistry</i>	<i>(McGraw-Hill)</i>
	<i>Earth and Space</i>	<i>Glencoe Earth Science (McGraw-Hill)</i>
	<i>Introduction to Health Sciences</i>	<i>DHO Health Science (NGL/Cengage)</i>
	<i>Medical Terminology</i>	<i>Medical Terminology for Health Professions (NGL/Cengage)</i>
	<i>Anatomy & Physiology</i>	<i>Body Structures and Functions (NGL/Cengage)</i>
	<i>Advanced Patient Care</i>	<i>DHO Health Science (NGL/Cengage)</i> <i>eBook: DHO Health Science Updated, 8th Edition</i> <i>eBook: Body Structures and Functions, 13th Edition</i> <i>eBook: Introduction to Statistics and Data Analysis, 6th Edition</i> <i>eBook: The American Pageant, 17th Edition</i> <i>eBook: Medical Terminology for Health Professions, 8th Edition</i>

World Languages	<i>Spanish I</i>	EntreCulturas 1(Wayside Publishing); 1 Year Teacher and Student Digital Package
	<i>Spanish II</i>	<i>EntreCulturas 2 (Wayside Publishing); 1 Year Teacher and Student Digital Package</i>
	<i>Spanish III</i>	<i>EntreCulturas 3 (Wayside Publishing); 1 Year Teacher and Student Digital Package</i>
	<i>AP Spanish</i>	<i>Triangulo Aprobado (Wayside Publishing); 1 Year Teacher and Student Digital Package</i> <i>Princeton Review AP Spanish Language & Culture Prep, 2022: Practice Tests + Content Review + Strategies & Techniques (2022) (College Test Preparation)</i>
History	<i>AP Government</i>	<i>The American Democracy (McGraw-Hill)</i> <i>Princeton Review AP U.S. Government & Politics Premium Prep, 2022: 6 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i>
	<i>Government and Economics</i>	<i>Econ Alive! (TCi) Student and Teacher Licenses, 1-Year Subscription</i> <i>Government Alive! Power, Politics and You (TCi) Student and Teacher Licenses, 1-Year Subscription</i> <i>Harrison, American Democracy Now, 2017 Print and Digital Bundle 6-Year Subscription, AP Edition</i> <i>Harrison, American Democracy Now, 2017 Print and Digital Bundle 6 Year Subscription, Teacher Subscription, 6-Year Subscription</i>
	<i>US History</i>	<i>American History (Houghton Mifflin Harcourt)</i>

		<p><i>American History, 2018, 5 Year Digital Student Edition eTextbook ePub</i></p> <p><i>6 Year Digital Premium Package for American History</i></p>
	<i>AP US History</i>	<p><i>The American Pageant (Cengage)</i></p> <p><i>Princeton Review AP U.S. History Premium Prep, 2022: 6 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i></p>
	<i>World History</i>	<p><i>Modern World History (Houghton Mifflin Harcourt)</i></p> <p><i>Modern World History, 2018, 5 Year Digital Student Edition eTextbook ePub</i></p> <p><i>6 Year Digital Premium Package for Modern World History</i></p>
	<i>AP Psychology</i>	<p><i>Myers' AP Psychology (BFW Publishers)</i></p> <p><i>Myer's Psychology for AP, eBook (2018) for 1 year</i></p> <p><i>Princeton Review AP Psychology Premium Prep, 2022: 5 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation)</i></p>
<i>Health and Wellness</i>	<i>Health and Wellness 1 & 2</i>	<i>Life Skills Health (Pearson)</i>

Visual & Performing Arts	<i>Fundamentals of Art</i>	N/A
	<i>Advanced Art</i>	N/A

AY2022-23 Curriculum and Textbook Recommendations

Content Area	Grade Level(s)	Status Update	Rationale for Recommendation
Social Science	5th Grade	Potential curriculum to pilot AY '22-23:	LCAP Goal - Seeking New Curriculum
Science	5th Grade		LCAP Goal - Seek New Curriculum
Spanish	Upper School	Potential curriculum to pilot AY '22-23: <ul style="list-style-type: none"> ● AP: Triangulo ● Spanish 1-3: Mesa Mima 	LCAP Goal - Seeking New Curriculum
Math	Algebra I and Geometry	Implement pilot postponed during AY21-22	MWA board approved pilot for new math curriculum (OpenUp)

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Brian Stauffer / theisport

LITERACY

The Reading Wars: Choice vs. Canon

English teachers are wrestling with how to navigate the increasingly contentious terrain between student choice and assigning the classics.

By *Holly Korbey*

July 9, 2019

The day I arrive for the school-wide “Read-In” this past spring, teenagers and books are covering every available surface in Jarred Amato’s English classroom at Maplewood High School in Nashville, Tennessee—flung across lived-in couches, desks, and chairs. But there’s not a book one might traditionally identify as a “classic” in sight, and that’s by design.

In the middle of the room, a group of girls are cracking open the third installment of *March*, the graphic novel by Rep. John Lewis and Andrew Aydin about the civil rights movement, when a student pushes his way through. “Hey, get out of my way,” he says playfully to the girls, grabbing a copy off the top of the stack. “I’ve wanted to read *March*!”

Things weren’t always this way. Four years ago, when Amato arrived at Maplewood High, he assigned his freshmen *Lord of the Flies*—a staple of high school lit classes for more than 50 years—but he couldn’t get students to read the book. “It’s a classic for some reason, but I don’t know what that reason is. Because it’s not good,” says Calvin, a graduating senior, who laughed when I asked if he finished it.

Frustrated, Amato surveyed students about their reading preferences and found that most didn’t know: They almost never read outside of school and generally had negative attitudes about reading. Many students felt like the books they were assigned at school didn’t reflect their experiences, and featured characters who didn’t look, think, or talk like them.



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The issue of a disconnect between young readers and the books they’re assigned isn’t new, though. Like previous generations, American middle and high school students have continued to spend English class reading from a similar and familiar list from the English and American literature canon: Steinbeck, Dickens, Fitzgerald, Alcott, and, of course, Shakespeare.

But now, as social attitudes and population demographics have shifted, teachers across the country are saying that the disconnect between the canon and its intended audience has become an epidemic, driven by rapid changes in the composition of American schools


and the emergence of always-on digital platforms that vie for kids' attention. By middle and high school, teachers concede, many of today's students simply aren't reading at all.



©Twenty20/@jcsegarra112

“What I saw was that the ‘traditional’ approach to English class wasn’t working for a lot of our kids,” Amato says, referring to Maplewood’s chronic low performance—*fewer than 5 percent* (<https://www.scarlettfoundation.org/wp-content/uploads/data/2019-Feeder-Maplewood.pdf>) of students are on track for college and career readiness in English (and math as well). “We have a literacy crisis, and Shakespeare is not the answer.”

To Amato and a growing number of teachers, the solution has been to move away from classics in English class and instead let students choose the books they read, while encouraging literature that is more reflective of the demographics and experiences of students in America’s classrooms. In teacher training programs, in professional publications, and throughout social media, choice reading has become a refrain that can sometimes sound like dogma, and for some it has become a call for advocacy.


Jarred Amato @jarredamato · Jun 21, 2018 




Replying to @thebigseablog

I'm over it!

JacquelineStallworth
@thebigseablog

Teachers are causing students to hate reading. Everybody on the same page, during the same questions, doing the same text from 100 years ago.... comfort is the devil and it's killing students.

2:27 PM · Jun 21, 2018 

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WHAT'S IN THE CENTER?

But while the student choice reading movement is growing, it is by no means universally accepted or supported in all classrooms. Other educators have warily pushed back on the approach, worrying that too much student choice is putting *young adult (YA) and graphic novels*

(<https://www.theatlantic.com/entertainment/archive/2013/10/the-8-habits-of-highly-successful-young-adult-fiction-authors/280722/>)

—not highly regarded and vetted literature—at the center of the English literature curriculum. While not all books are enjoyable (or easy) to read, challenging books help boost students' comprehension and reading proficiency, they argue, and force them to grapple with difficult, timeless questions about love, life and death, and societal dynamics.

Choice reading and academic rigor are not mutually exclusive, though. To find balance, some teachers are trying methods like allowing students to choose from more diverse, preapproved lists of challenging literature; alternating between chosen books and assigned books; or using choice to pique students' interest in reading more stimulating texts.

Though polarizing—and at times highly contentious—the debate over reading lists in English class has illuminated the rapid pace of change in what kids are reading and the tension in trying to diversify literature without completely ditching the canon.

A LOVE OF READING

English teachers have long hoped that students would fall in love with the literature they taught. Mrs. Lindauer, my own English teacher from junior year in 1990, went to great lengths to demystify Shakespeare's greatness, impersonating characters' voices from *A Midsummer Night's Dream* to make us laugh and help us understand the difficult language.

But in the years since I attended high school, many teachers are increasingly finding that students do not always develop a love of reading in English class, and a disaffection for assigned books can foster something else—a general distaste for it.

A key belief—and a passionate one—I found among English teachers is that they feel their assignments require some enjoyment to complete, a sentiment that seems to have less standing with teachers of other subjects. Educators' concerns are also reflected in the research data, which indicates a *steep decline in teens' reading for pleasure*

(<https://www.apa.org/news/press/releases/2018/08/teenagers-read-book>): 60 percent of high school seniors read from a book or magazine every day in the late 1970s, but by 2016, the number had plummeted to 16 percent.

Stephanie Tellez

@Tellez_Stephani



A3: CHOICE & VOICE! Students must be allowed to self-select their books. Who cares if they have read it 1000 times or it is below their reading level. Let them read! "The best intervention is a good book a child can and wants to read."

#PISDLAChat

5:11 PM · Jun 12, 2019



8



Reply



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Explore what's happening on Twitter

On social media, teachers are adamant about the risks of an uncritical devotion to the classics. Some teachers have argued that these concerns are especially pertinent for children of color, who are less likely to be represented in traditionally selected texts. Though U.S. classrooms are rapidly diversifying—in just a few years, *half of American students*

(<https://www.pewresearch.org/fact-tank/2015/09/11/class-of-2025-expected-to-be-the-biggest-most-diverse-ever/>) will be students of color—the English literature canon, many argue, has remained mostly unchanged and mostly white.

Amato's response to his students' reading apathy (and the canon) was to develop ProjectLit, a classroom approach that gives students the freedom to choose and discuss the books they want to read. In just two years, the model has not only improved his students' interest in reading, he says, but turned into a grassroots, national movement with its own hashtag (#ProjectLit) on social media with hundreds of participating schools. Other educators have also created movements of their own, like Colorado's Julia Torres's *#DisruptTexts*

(https://twitter.com/hashtag/disrupttexts?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Ehashtag) social media conversation.

The impact of his new approach in English class is already evident in the changes he's seen in his students, says Amato. The 13 students who helped Amato develop the new approach in his classroom got full scholarships to attend Belmont University in Nashville this fall. In addition, 46 students from his initial class who participated in #ProjectLit scored 5.7 points higher on the English ACT and 4.4 points higher on the reading ACT than the rest of their peers at Maplewood.

THE POWER OF THE SHARED TEXT

But there isn't any substantial scientific evidence yet to suggest that choice reading improves reading proficiency—or even fosters a love of reading—according to some literary experts I talked to. Instead, critics warn that reading choice can be a limiting rather

than expansive influence, permitting students to choose overly simplified texts or to focus singularly on familiar topics.

Jasmine Lane  
@MsJasmineMN

My issue with the suggestions is that almost all of them are contemporary, and many of them YA lit. As a teacher, those texts don't accomplish the same goals as the original Mockingbird text.

artscanvas.org
10 books besides 'To Kill a Mockingbird' that tackle racial injustice

9:51 PM · Jun 17, 2019 

 49  Reply  Share

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Doug Lemov, an educator and managing director of the Uncommon Schools charter network, tells me a story of visiting a special school for elite soccer athletes a few years

ago. Looking around the room, he noticed that many students in their choice-based English classes had selected books about soccer. “They should not be reading books about soccer. All they know is soccer,” says Lemov, who, along with coauthors Colleen Driggs and Erica Woolway, has written *Reading Reconsidered*, a book that pushes back on choice reading.

Lemov believes that student choice reading has been overhyped by schools and makes a couple of assumptions that don’t add up: First, that adolescents know enough about books to know what they like to read; and second, that there’s greater power in the freedom to “do your own thing” rather than in developing a deep understanding of what you’re reading.

Whether it’s Gabriel García Márquez, Toni Morrison, or Harper Lee, shared reading can also improve equity by giving all students access to high-quality literature, Lemov says. He also emphasizes that it teaches students to engage in a balanced and civil discourse, asserting that “you can only really listen to someone else’s perspective on a story if you’re discussing a text that you have also read.”

And though it may not foster a love of reading, the data also shows that *teacher-led explicit instruction*

(https://www.readinghalloffame.org/sites/default/files/03-duke-pearson-strachan-billman.2011_rev_copy.pdf) in reading a particular text (especially in different genres), combined with lots of reading, can reap four to eight times the payoff compared with students’ choosing books and reading on their own, according to Timothy Shanahan, founding director of the *Center for Literacy* (<http://cfl.ed.uic.edu/>) at the University of Illinois at Chicago.

Shanahan, a leader of the National Reading Panel, notes that classrooms where students have free rein over book selection can place a significant burden on teachers to know many different books well enough to guide deep analysis and interpretation of text for each student.

FINDING A MIDDLE GROUND

For many teachers I spoke with, though, the polarizing debate over reading lists is making it difficult to find middle ground. In her seventh- and eighth-grade English classes at J.T.

Moore Middle School in Nashville, Anna Bernstein tells me she puzzles through a thousand considerations when choosing what her students will read that year.

Bernstein tries to include a diverse array of characters and authors while getting the texts to align to both state standards and an end-of-year community service learning project. She chooses three to four texts the class will read together while leaving some room for student choice texts. Then, she considers text difficulty and genres that will stretch her students' capabilities or open their eyes to new ways of life.

But sometimes it can seem like this constant balancing act requires her to juggle too many factors. "What's hard right now in the English education world is there are two camps—one group that's never going to stop teaching *Lord of the Flies*, and another group that's never going to talk about that book," she says.

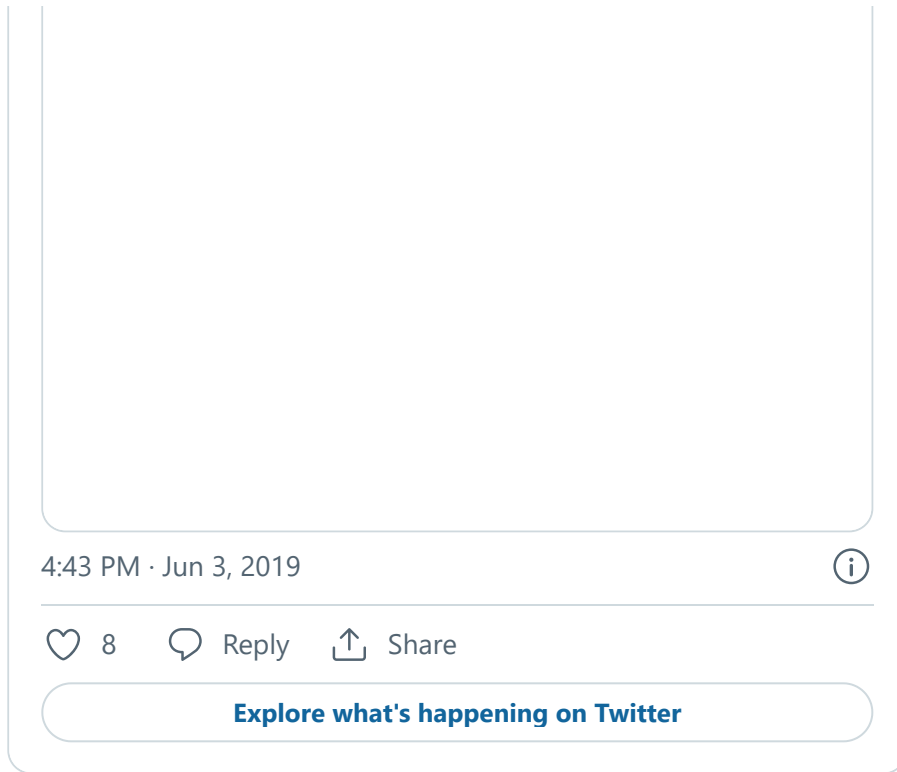
Yet while the data suggests that we are failing to interest many of today's students in reading, it seems that educators are starting to find some equilibrium between choice and a regimented list of must-reads: Shakespeare can exist in class alongside books kids want to read.

Ginger Schwartz, M.Ed.

@SchwartzGinger



My "kids" are reading SUPER stars!! The total number of books read by these 6th graders is 1863!!!! Give students class time, choice and access to high interest books and they will rise to the occasion. Daily book talks gives them voice. So proud of my "kids." Year made. 📖📖📖



To find better balance, educators can gather recommendations of diverse books to include in their classroom libraries from organizations like *We Need Diverse Books* (<https://diversebooks.org/our-programs/wndb-scholastic-partnership/>), which has partnered with Scholastic to ensure that all kids see themselves and their experiences represented in literature. Others suggest that teachers allow choice reading within tiered levels of challenge or a mix of easy, medium, and challenging texts. And Melanie Hundley, a former English teacher—and now professor at Vanderbilt University—emphasizes that teachers can “hook” students using choice books to get them excited about more challenging literature.

“If kids will read and you can build their reading stamina, they can get to a place where they’re reading complex text,” she says. “Choice helps develop a willingness to read... [and] I want kids to choose to read.”

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Literacy

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Updated Curriculum Adoption Timeline



Math Curriculum Pilot Proposal

- Curriculum analysis (using curriculum analysis excel sheet) - **Summer 2022**
- Algebra I and Geometry teachers teach units from each publisher in order to conduct a comparative analysis to determine multiple components in practice: standards-alignment (as well as aspect of rigor alignment), student-friendliness, teacher-friendliness, rigor and quality of assessments, etc. - **Fall 2022**
- Curricular adoption proposal with rationale for choice - **Winter 2022**
- Professional development from instructional leader and publisher to provide: implementation support, instructional best practices, assessment and curricular choices, interleaving support, etc.- **Winter/Spring 2023**
- New curriculum launch with US students and teachers in Grades 9-11 - **Fall 2023**

Math Curriculum Pilot Proposal

July-August, 2022	Vendor Training and Introduction to Materials: Curriculum vendors present materials for review as well as provide training on implementation of materials.
September-October, 2022	Implementation Questions and Criteria Evaluation: Teachers implement two units from the new curriculum they have been paired with. They then bring implementation questions back to curriculum vendors and colleagues. Throughout the implementation of the two units, they are completing the curriculum criteria excel sheet.
September-November, 2022	Observations: Instructional Leaders, Math Lead Teacher, and Math Content Lead conduct observations of teachers implementing each curriculum. Debriefs occur, focusing on the user experience for both teachers and students
November, 2022	Student Work Review: Teachers bring student work completed during the pilot to identify the degree to which the curriculum is supporting student needs and academic progress
December, 2022	Reflection and Recommendation: Teachers identify high level successes and challenges, and ultimately recommend the curriculum they
January-June, 2023	Professional Development: Teachers and Instructional leaders will work together to create topics for monthly PD sessions that focus on best practices for implementation, instruction, engagement, and data



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EDUCATION

Literature's Emotional Lessons

Grappling with the way books make students feel—not just analytical skills—should be part of the high-school English curriculum.

By Andrew Simmons





Eric Audras / PhotoAlto / Corbis

APRIL 5, 2016

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I'd drawn a little tombstone on the board. I was in the middle of leading a class of 10th-grade English students through Piggy's death scene in *Lord of the Flies*: the rock, the shattered conch, Piggy's long fall, the red stuff flowing out, the twitching legs. The corners of her eyes bubbling, a 15-year-old girl dashed for the door.

When I spoke with her after class, the student explained that she identified with Piggy. Being studious, fearful of bullies, and a bit of an outsider, it upset her to

casually discuss his violent death. Piggy's demise was not the symbolic death of order or logic, but the murder of a kid like her.

In my experience teaching and observing other teachers, students spend a lot of time learning academic skills and rarely even talk about the emotional reactions they may have to what they read—even when stories, as they often do, address dark themes. The Common Core Standards push students to become clinical crafters of arguments and masters of academic language. While these are essential skills to possess, the fact that my other students appear perfectly comfortable not acknowledging and discussing emotional responses to literature may be as revelatory as this one student's teary dash from class. Inundated with video games, movies, and memes, teenagers often seem hard to shake up. Characters are fictitious abstractions, and, without actors to bring them to life and makeup and digital tricks to make the drama feel real, students may strictly do the analytical work teachers expect without the interference of a significant emotional response. That's a bad thing. An emotional response should be part of the curriculum.

Since August, my 10th- and 12th-grade literature students have read about pre-adolescent boys who bully and murder one another; a man, fearing shame and betrayal, who smothers his wife and commits suicide; and another man who hangs himself as colonizers pulverize his culture. They've also read about a woman who kills her baby daughter so she won't experience the physical and emotional horrors of slavery. They've been introduced to a man who shoots a guy on a beach because the sun is in his eyes, relishing, as he later marches to the gallows, the prospect of incurring society's hatred.

RECOMMENDED READING



The Wisdom Deficit in Schools

MICHAEL GODSEY



There's a Perfect Number of Days to Work From Home, and It's 2

AMANDA MULL



How to Break a Phone Addiction

ARTHUR C. BROOKS

These stories should be familiar. My colleagues at public, charter, and private schools also build study units around *Lord of the Flies*, *Othello*, *Things Fall Apart*, *Beloved*, and *The Stranger*. A 1990 Center for Teaching and Learning survey identified the 10 most commonly taught texts in high school; 1990 was a long time ago relatively speaking, but all but one of the texts are still taught at my school today. Pearson Education, Inc. advises that high-school students read more than half of the texts I am required to teach in a year. And Appendix B of the Common Core Standards lists fiction “exemplars” that hedge toward personal, political, and societal tragedies like *The Great Gatsby*, *The Bluest Eye*, and *The Scarlet Letter*. All this is to say that high-school students don't exactly do a lot of light reading.

English teachers don't teach these important stories because they want to batter students with the darkness in human nature. Or because they want to remind them of history's hideous chapters or emphasize the absurdity of existence. Academic goals aside, fellow teachers told me they want to help students cope with real life—even when portions of that reality are unpleasant and disturbing. In the right hands, the important stories, grim plots and all, do that. Researchers who have studied emotion and cognition extensively, Patrick Hogan of the University of Connecticut and Keith Oatley of the University of Toronto, further suggest that literature can play a vital role in helping people understand the lives and minds of others, and that individuals and communities can benefit from that ability along with literacy and analytical prowess.

“It's easy to see the trends of death, war, destruction, and oppression in our current society,” said Ray Ramirez, a friend of mine from graduate school who teaches high-school English. “There's a certain level of honesty reflected in art which deals with the psychological, social, and emotional fallout of such violence.”

Along with amassing skills and wrestling with ideas, one should react emotionally to *Beloved*.

Such themes may also make art better. “Good writing tends to focus on difficult-to-deal-with themes because those are the themes difficult to understand,” said Jeannine Thurston, a coworker who has taught long enough to have been one of my high-school English teachers. “Emotional complexity translates into an artistic value.”

Books should never be viewed strictly as opportunities for students to learn skills, but in school, they often serve this purpose. In some classrooms around the country, teachers may present books in a bubble, isolated from the contemporary context and students’ frenzied interior worlds. Better, the Common Core-friendly approach

encourages teachers to create units of study in which students read nonfiction along with fiction. One might pair Toni Morrison’s *Beloved* with *Incidents in the Life of a Slave Girl* by Harriet Jacobs, a well-known primary source slave narrative, along with excerpts from *The Half Has Never Been Told: Slavery and the Making of American Capitalism* and *The New Jim Crow*. A work like *Beloved* becomes a way to address the corrosive legacy of slavery that haunts Americans today—and not just a challenging work of literature that pushes students to expand their powers of comprehension and analysis.

Yet while such a unit may be rigorous intellectually, it is arguably incomplete unless students tangle with the book’s emotional core. Along with amassing skills and wrestling with ideas, one should react emotionally to *Beloved*. It’s a story about suffering and healing, the fragmentation of identities and stories and then the potential for their reassembly through the love and labor of a community of survivors. A teacher should help students process the book’s depiction of characters’ traumas, guiding them toward greater empathetic heights—and therefore maybe preparing them to play a role in repairing one of America’s most gaping societal wounds. In 1993, Toni Morrison told *The Paris Review* that she had wanted *Beloved* to make the history of slavery “truly felt” by readers, to “translate the historical into the personal.” If the Pulitzer-winning narrative does this, then shouldn’t the teaching of it recognize the personal, emotional relationship with the book as important, too? While few authors write books designed to be enjoyed on their philosophical or political merits alone, in a school setting you probably wouldn’t guess this were the case. Standards rarely address it; administrators rarely explicitly encourage it; few people pay consultants to give presentations on it at staff meetings. To do the work mandated by the Common Core well (which, for a good English teacher, is nothing particularly new), it may be helpful. To make students kinder and more conscientious citizens, it’s perhaps imperative.

In 2011, Keith Oatley published an article in *Scientific American Mind* called, “In the Minds of Others” in which he explains how fiction helps readers understand people. “The process of entering imagined worlds of fiction builds empathy and improves your ability to take another person’s point of view,” he writes. “It can even change your personality ... The emotional empathy that is critical to our day-to-day relationships also enables us to picture ourselves living as the characters do when we read fiction.”

“Literary study should ... provide us with many complex models for understanding and responding to others and to ourselves,” said Patrick Hogan.

As an example, Hogan cited *Othello*. “I read *Othello* as concerned principally with shame, humiliation, and a sense of attachment betrayal,” he said. “In studying the play, it is crucial to explore the nuances of these feelings. The fictional frame allows

students to work through the autobiographical feelings more fully, and often more honestly, as there is deniability.”

English teachers are in a unique position to impose some degree of emotional and moral rigor on the curriculum.

Good teachers often incorporate the ideas voiced by Hogan and Oatley into their craft. *Othello* allows my class to review high-school courtship patterns and the insecurities on which they thrive. *The Stranger* encourages students to contemplate how the meanings that they attach to relationships, responsibilities, and ambitions may be arbitrary and inauthentic—fine lessons for those nearing graduation. There’s a pretty clear line to draw between *Lord of the Flies* and the boorish pack mentality of teenage boys.

Thurston, my coworker, suggested that many students comfortable sharing their own emotions might fail to apply the messages embedded in literary texts to their own environments. “I’m worried about the girls who suffer from anxiety but are simultaneously catty and wretched to one another,” she said. “Where’s that coming from and how do we educate that?”

Echoing her sentiment, Shaun Bond, another coworker, talked about “the discrepancy” he notices in students’ condemnation of characters’ behavior and their own actions. “I show students real-life stories about adults enacting their ignorance

and hatred on the world,” he said, “And I tell them to imagine those adults at 15 years old, reading *Lord of the Flies* themselves. Clearly, those adults have ignored the lessons their English teachers once toiled to instill.”

It balloons into a broader discussion about the purpose of an English education. English teachers—at least the ones I know—want to churn out thinkers who wield power through language. We want them to love books, but also to survive. We want them to read a lease in 10 years and know what they’re getting into. We also want to turn out good citizens who practice in the streets and at the office what they identify as moral and good in class, people who do not cheat, manipulate, abuse, and unfairly judge others. English teachers, it seems, are in a unique position to impose some degree of emotional and moral rigor on the curriculum.

Yet this program of emotional and moral rigor is informal, if not imaginary, and entirely unstandardized. I don’t know many teachers who prefer not to have control over what and how they teach, but if one recognizes that literature helps people

understand one another and can improve our individual and collective health, it’s a bit telling to see this prerogative unmentioned in the standards providing guidance to teachers.

When we spoke, Oatley bemoaned the notion that classwork focused on emotional responses to literature might be seen as “soft.” Some people get suspicious when academic courses drift into the fuzzy realm of feelings. At the high-school level, standards have to be quantifiable and, as Oatley pointed out to me, “technical skills are the easiest things to test.” A lot of English teachers I know wish this were not the case. Most of them believe that an emphasis on standards-based test-result-centered accountability strips an English education of creativity and personal expression. It may also deprioritize the point of reading.

If educators want students to come away from their study of literature with more than just academic skills and content knowledge, maybe policy-makers should rethink their approach to testing. Emotional health might be hard to measure on a large scale by traditional testing methods, but it’s far from squishy, and certainly no less tangible than the technical skills education-policy framers seek to standardize. After all, one only has to live on a violent, beleaguered planet and watch the news to know we are troubled. And one may only have to read fiction to understand that solutions can spring as readily from love and empathy as logic.

Coversheet

Master Calendar and Bell Schedules for 2022-2024

Section: II. Curriculum
Item: C. Master Calendar and Bell Schedules for 2022-2024
Purpose: Discuss
Submitted by:
Related Material: 2022-2024 Academic Calendar Drafts and Summary_03302022.pdf
Bell Schedules_Summary and Schedules_04152022_EM.pdf

Summary of Feedback

- **Feedback was received from:**
 - **All grade levels and content areas** via Grade Level & Content Leads - feedback represents 50% of the faculty or more (estimate)
 - **Non-Instructional Departments:** SPED, Compliance, Central Office
 - **Academic Instruction Team (AIT)**
- Two versions of the calendar were circulated, one featured a shortened February Break and the other featured a shortened November Break. Of the two, **the overwhelming majority selected the version with the shorter November break**. Instructional leaders leaned more towards reducing February Break, teachers leaned towards reducing November Break
- **All non-voting feedback (open-ended) advocated strongly for maintaining the breaks even if that mean reducing teacher work days**
 - Teachers leaned in this direction early and consistently throughout the feedback window
 - AIT followed up separately and advocated strongly for maintaining the breaks and aligning to WCCUSD based on feedback they were receiving from teachers directly
- **There was a general consensus from teachers to shorten August PD and to shift the focus of PD on quality, not quantity.** Teachers also expressed the desire to participate in the planning of August PD
- **Teachers and instructional leaders advocated for an early start for 5th and 9th grade students before the start of school.**
 - There was advocacy for two days that focus on community building and a need to begin instruction as close to the first day as possible.

Summary of Key Changes: Master Calendar (2-Year Projection)

- **181 instructional days**
 - Incorporates 5 contingency days after the last day of school, if we needed to recover instructional days we would push into this week (June 12-16)
- **194.5 teacher work days**
 - **Net difference for teacher work days is -3.5**, other years have been based on 198 teacher work days
- **Shortens August PD** to 5 days
 - Incorporates two work days (non-PD) before the first day of school
- **Wednesday, August 10th would be the first day for 5th and 9th grade** (non-instructional day)
- **First two instructional days** (Thursday and Friday) would **focus on community building**
 - Instruction starts on Monday, August 15th
- **Incorporates 4 teacher non-instructional/work days (not PD)** throughout the year
 - 2 before the start of school, 1 full day for advisor-family conferences vs. 3 short days, 1 full day before winter break
- **Keeps three breaks intact** (November, December, February, and April)
 - Reduced teacher work days to accommodate the break
 - Removed the January 3rd PD/Work Day
- **Incorporates 5 Sustainability Fridays**
- **Adds additional day off in March (Cesar Chavez day before Spring Break)**
- **Saturday Academy - Removed entirely**
- **Parent Meetings – Quarterly**
- **Teacher Saturday Events - 3 (Back to School, SAT/PSAT, Case Study)**

MWA 2022/23 Calendar - DRAFT

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








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May 2023						
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June 2023						
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	Holidays = 15		
	Recess = 19		
	Teacher PD (no school for students) = 7	Total Instructional Days	181
	Teacher Work Day (no school for students) = 4	Total Teacher Work Days	12
	Saturday Teacher Half Days = 3	Totals Saturdays (1/2 Days)	1.5
	First day for 5th/9th Graders = 1	Total Teacher Workdays	194.5
	Early Dismissal (1:00pm) = 7	Semester 1	81
	First & Last Day of School (all students)	Semester 2	100
	Progress Reports		
	Summer School		
	Contingency School Days (to be used for unexpected school closures)		
	Sustainability Fridays for Staff = 5		














Federal holidays 2022/23

Jul 4, 2022	Independence Day	Nov 24, 2022	Thanksgiving Day	Jan 1, 2023	New Year's Day	Mar 31, 2023	Cesar Chavez Day
Sep 5, 2022	Labor Day	Dec 25, 2022	Christmas Day	Jan 2, 2023	New Year's Day (obs.)	May 29, 2023	Memorial Day
Oct 10, 2022	Indigenous People's Day	Dec 26, 2022	Christmas Day (obs.)	Jan 16, 2023	Martin L. King Day	Jun 19, 2023	Juneteenth
Nov 11, 2022	Veterans Day			Feb 20, 2023	Presidents' Day		

181

MWA 2023/24 Calendar - DRAFT

July 2023	August 2023	September 2023	October 2023																																																																																																																																																																																																				
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	Holidays = 15		
	Recess = 19		
	Teacher PD (no school for students) = 7		
	Teacher Work Day (no school for students) = 4		
	Saturday Teacher Half Days = 3		
	First day for 5th/9th Graders = 1		
	Early Dismissal (1:00pm) = 7		
	First & Last Day of School (all students)		
	First & Last Day for Teachers		
	Progress Reports	Semester 1	81
	Summer School	Semester 2	100
	Contingency School Days (to be used for unexpected school closures)		
	Sustainability Fridays for Staff = 5		
		Total Instructional Days	181
		Total Teacher Work Days	12
		Total Saturdays (1/2 Days)	1.5
		Total Teacher Workdays	194.5

Federal holidays 2022/23

Jul 4, 2023	Independence Day	Nov 23, 2023	Thanksgiving Day	Jan 1, 2024	New Year's Day	Mar 29, 2024	Cesar Chavez Day (obs.)
Sep 4, 2023	Labor Day	Dec 22, 2022	Christmas Eve (obs.)	Jan 15, 2024	Martin L. King Day	May 27, 2024	Memorial Day
Oct 9, 2023	Indigenous People's Day	Dec 25, 2022	Christmas Day	Feb 19, 2024	Presidents' Day	Jun 19, 2024	Juneteenth
Nov 10, 2023	Veterans Day (obs.)						

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Due to the continued growth of our population, we are exploring the modification of our bell schedule to alleviate the high-volume of traffic during arrival/dismissal time.

The two variations we are looking at are:

- **Staggered dismissal (5th/6th and 7th-12th)**, start time is the same for everyone but dismissal time is different
 - These versions group 5th & 6th together, and keeps 7th-12th together
 - Grouping the schedules this way allows some opportunities for middle school students to enroll in upper school courses in the future
 - This grouping has been in place for the last 2 years
- **Full staggered schedule (5th-8th and 9th-12th)**, start/end time is earlier for 5th-8th and later for 9th-12th [per CA law](#).
 - These versions group 5th & 6th together, 7th & 8th, and finally 9-12th together

The following feedback/key limitation was incorporated into these versions:

- DTI/Marlin Hour is not popular in its current format due to the lack of curriculum
- There is some need for DTI/Marlin Hour to fulfill intervention services (SPED/ELD)
- "The day is too long" – we do have instructional minute requirements, the requirement for 5-8 is lower than 9-12. Both versions account for that and meet the instructional minute counts.
- Post-Holiday schedule causes confusion and again is not popular with teachers – I accounted for that by including schedules for the 4 day weeks
- **Key Limitation:** Due to the PowerSchool setup (there are two "schools", one is 5-8 and the other is 9-12) **each school has to have the same first period with the same start and end time**; there is no way around this in our current technical setup.

The following versions were shared with instructional leaders, select staff, and teacher leaders for feedback. A synopsis of the feedback and a recommendation will be shared with the committee for discussion.

Staggered Dismissal, Version 1

- Start Time: All grades start at 8:30 AM
- End Time: Grades 5-6 have the same end time 3:00, grades 7-12 have the same end time 3:30
- 4 day weeks: Short weeks have a set schedule, this version features a Friday that ends at regular Mon-Thurs end time for these special weeks
- Community Building Fridays have a different end time from regular schedules

Staggered Dismissal, Version 2

- Start Time: All grades start at 8:30 AM
- End Time: Grades 5-6 have the same end time 3:00, grades 7-12 have the same end time 3:30
- 4 day weeks: Short weeks have a set schedule, this version keeps the Friday at a regular end time for these special weeks

Full Stagger, Version 1

- Start/End Time: Grades 5-8 have the same start/end time, grades 9-12 have the same start/end time
- 4 day weeks: Short weeks have a set schedule, this version features a Friday that ends at regular Mon-Thurs end time for these special weeks
- Community Building Fridays have a different end time from regular schedules

Full Stagger, Version 2

- Start/End Time: Grades 5-8 have the same start/end time, grades 9-12 have the same start/end time
- 4 day weeks: Short weeks have a set schedule, this version keeps the Friday at a regular Friday end time for these special weeks
- Community Building Fridays have a different end time from regular schedules

Staggered Dismissal Schedule Version 1

- Start Time: All grades start at 8:30 AM
- End Time: Grades 5-6 have the same end time 3:00, grades 7-12 have the same end time 3:30
- 4 day weeks: Short weeks have a set schedule, this version features a Friday that ends at regular Mon-Thurs end time for these special weeks
- Community Building Fridays have a different end time from regular schedules

Grades 5-6 Bell Schedule

Regular Schedule								4 Day Weeks (Monday-Thursday)							
(M/W)				(T/Th)				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:35	90	Period 1	9:05	10:35	90	Period 4	9:05	10:35	90	Period 1	9:05	10:35	90	Period 4
10:40	11:10	30	DTI	10:40	11:10	30	DTI	10:40	11:10	30	DTI	10:40	11:10	30	DTI
11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:45	1:15	90	Period 2	11:45	1:15	90	Period 5	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
1:20	1:30	10	Break	1:20	1:30	10	Break	1:20	1:30	10	Break	1:20	1:30	10	Break
1:35	3:05	90	Period 3	1:35	3:05	90	Period 6	1:35	3:05	90	Period 3	1:35	3:05	90	Period 6
Friday								4 Day Weeks (Tuesday-Friday)							
Friday				Friday Community Building (by request)				(T/Th)				W/F			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:15	45	Period 1	8:30	9:10	40	Period 1	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:20	10:05	45	Period 2	9:15	9:55	40	Period 2	9:05	10:35	90	Period 1	9:05	10:35	90	Period 4
10:05	10:15	10	Break	9:55	10:05	10	Break	10:40	11:10	30	DTI	10:40	11:10	30	DTI
10:20	11:05	45	Period 3	10:10	10:50	40	Period 3	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:10	11:55	45	Period 4	10:55	11:35	40	Period 4	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
11:55	12:25	30	Lunch	11:35	12:05	30	Lunch	1:20	1:30	10	Break	1:20	1:30	10	Break
12:30	1:15	45	Period 5	12:10	12:50	40	Period 5	1:35	3:05	90	Period 3	1:35	3:05	90	Period 6
1:20	2:05	45	Period 6	12:55	1:35	40	Period 6								
				1:40	2:25	55	Community Building								

Grades 7-12 Bell Schedule

Regular Schedule								4 Day Weeks (Monday-Thursday)							
Monday & Wednesday				Tuesday & Thursday				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:15	10:45	90	Period 1	9:15	10:45	90	Period 4	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
11:00	12:30	90	Period 2	11:00	12:30	90	Period 5	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch
1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI
2:00	3:30	90	Period 3	2:00	3:30	90	Period 6	2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
Friday								4 Day Weeks (Tuesday-Friday)							
Friday				Friday Community Building (by request)				(T/Th)				W/F			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:20	50	Period 1	8:30	9:10	40	Period 1	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:25	10:15	50	Period 2	9:15	9:55	40	Period 2	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:15	10:25	10	Break	9:55	10:05	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
10:30	11:20	50	Period 3	10:10	10:50	40	Period 3	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
11:25	12:15	50	Period 4	10:55	11:35	40	Period 4	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch
12:15	12:45	30	Lunch	11:35	12:05	30	Lunch	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI
				12:10	12:50	40	Period 5	2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
12:50	1:40	50	Period 5	12:55	1:35	40	Period 6								
1:45	2:35	50	Period 6	1:40	2:35	55	Community Building								

Staggered Dismissal Schedule Version 2

- Start Time: All grades start at 8:30 AM
- End Time: Grades 5-6 have the same end time 3:00, grades 7-12 have the same end time 3:30
- 4 day weeks: Short weeks have a set schedule, this version keeps the Friday at a regular end time for these special weeks

Grades 5-6 Bell Schedule															
Regular Bell Schedule								4 Day Weeks (Monday-Thursday)							
(M/W)				(T/Th)				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:35	90	Period 1	9:05	10:35	90	Period 4	9:05	10:35	90	Period 1	9:05	10:35	90	Period 4
10:40	11:10	30	DTI	10:40	11:10	30	DTI	10:40	11:10	30	DTI	10:40	11:10	30	DTI
11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:45	1:15	90	Period 2	11:45	1:15	90	Period 5	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
1:20	1:30	10	Break	1:20	1:30	10	Break	1:20	1:30	10	Break	1:20	1:30	10	Break
2:05	3:00	90	Period 3	2:05	3:00	90	Period 6	2:05	3:00	90	Period 3	2:05	3:00	90	Period 6
Friday								4 Day Weeks (Tuesday-Friday)							
Friday				Friday Community Building (by request)				(T/Th)				W			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:15	45	Period 1	8:30	9:05	35	Period 1	8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:20	10:05	45	Period 2	9:10	9:45	35	Period 2	9:05	10:35	90	Period 1	9:05	10:35	90	Period 4
10:10	10:55	45	Period 3	9:50	10:25	35	Period 3	10:40	11:10	30	DTI	10:40	11:10	30	DTI
10:55	11:25	30	Lunch	10:25	10:55	30	Brunch/Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:30	12:15	45	Period 4	11:00	11:35	35	Period 4	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
12:20	1:05	45	Period 5	11:40	12:15	35	Period 5	1:20	1:30	10	Break	1:20	1:30	10	Break
1:10	1:55	45	Period 6	12:20	12:55	35	Period 6	2:05	3:00	90	Period 3	2:05	3:00	90	Period 6
				1:00	1:55	55	Community Building								
Friday								Friday							
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	10:00	90	Period 4	8:30	10:00	90	Period 4	8:30	10:00	90	Period 4	8:30	10:00	90	Period 4
10:00	10:30	30	Brunch/Lunch	10:00	10:30	30	Brunch/Lunch	10:00	10:30	30	Brunch/Lunch	10:00	10:30	30	Brunch/Lunch
10:35	12:05	90	Period 5	10:35	12:05	90	Period 5	10:35	12:05	90	Period 5	10:35	12:05	90	Period 5
12:10	12:20	10	Break	12:10	12:20	10	Break	12:10	12:20	10	Break	12:10	12:20	10	Break
12:25	1:55	90	Period 6	12:25	1:55	90	Period 6	12:25	1:55	90	Period 6	12:25	1:55	90	Period 6

Grades 7-12 Bell Schedule															
Grades 7-12 Bell Schedule								4 Day Weeks (Monday-Thursday)							
Monday & Wednesday				Tuesday & Thursday				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:15	10:45	90	Period 1	9:15	10:45	90	Period 4	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
11:00	12:30	90	Period 2	11:00	12:30	90	Period 5	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch
1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI
2:00	3:30	90	Period 3	2:00	3:30	90	Period 6	2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
Friday								4 Day Weeks (Tuesday-Friday)							
Friday				Friday Community Building				(T/Th)				W			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:20	50	Period 1	8:30	9:10	40	Period 1	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:25	10:15	50	Period 2	9:15	9:55	40	Period 2	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:15	10:25	10	Break	9:55	10:05	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
10:30	11:20	50	Period 3	10:10	10:50	40	Period 3	11:00	12:30	90	Period 2	10:45	10:55	10	Break
11:25	12:15	50	Period 4	10:55	11:35	40	Period 4	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
12:15	12:45	30	Lunch	11:35	12:05	30	Lunch	12:30	1:00	30	Lunch	11:00	12:30	90	Period 5
				12:10	12:50	40	Period 5	1:05	1:55	50	MH/DTI	11:00	12:30	90	Period 5
				12:55	1:35	40	Period 6	2:00	3:30	90	Period 3	12:30	1:00	30	Lunch
				1:40	2:35	55	Community Building					1:05	1:55	50	MH/DTI
												2:00	3:30	90	Period 6
Friday								Friday							
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	10:00	90	Period 4	8:30	10:00	90	Period 4	8:30	10:00	90	Period 4	8:30	10:00	90	Period 4
10:05	10:15	10	Break	10:05	10:15	10	Break	10:05	10:15	10	Break	10:05	10:15	10	Break
10:20	11:50	90	Period 5	10:20	11:50	90	Period 5	10:20	11:50	90	Period 5	10:20	11:50	90	Period 5
12:10	12:40	30	Lunch	12:10	12:40	30	Lunch	12:10	12:40	30	Lunch	12:10	12:40	30	Lunch
12:45	2:15	90	Period 6	12:45	2:15	90	Period 6	12:45	2:15	90	Period 6	12:45	2:15	90	Period 6

Full Staggered Schedule Version 1

- Start/End Time: Grades 5-8 have the same start/end time, grades 9-12 have the same start/end time
- 4 day weeks: Short weeks have a set schedule, this version features a Friday that ends at regular Mon-Thurs end time for these special weeks
- Community Building Fridays have a different end time from regular schedules

Grades 5-6 Bell Schedule

Regular Schedule								4 Day Weeks (Monday-Thursday)							
(M/W)				(T/Th)				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:10	40	Period 0	7:30	8:10	40	Period 0	7:30	8:10	40	Period 0	7:30	8:10	40	Period 0
8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom
8:50	10:20	90	Period 1	8:50	10:20	90	Period 4	8:50	10:20	90	Period 1	8:50	10:20	90	Period 4
10:25	11:10	45	DTI	10:25	11:10	45	DTI	10:25	11:10	45	DTI	10:25	11:10	45	DTI
11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:45	1:15	90	Period 2	11:45	1:15	90	Period 5	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
1:15	1:25	10	Break	1:15	1:25	10	Break	1:15	1:25	10	Break	1:15	1:25	10	Break
1:30	3:00	90	Period 3	1:30	3:00	90	Period 6	1:30	3:00	90	Period 3	1:30	3:00	90	Period 6
Friday				Friday Community Building				(T/Th)				W/F			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:10	40	Period 0	7:30	8:10	40	Period 0	7:30	8:10	40	Period 0	7:30	8:10	40	Period 0
8:15	9:00	45	Period 1	8:15	8:55	40	Period 1	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom
9:05	9:50	45	Period 2	9:00	9:40	40	Period 2	8:50	10:20	90	Period 1	8:50	10:20	90	Period 4
9:55	10:40	45	Period 3	9:45	10:25	40	Period 3	10:25	11:10	45	DTI	10:25	11:10	45	DTI
10:40	11:00	20	Lunch	10:30	11:10	40	Period 4	11:10	11:40	30	Lunch	11:10	11:40	30	Lunch
11:05	11:50	45	Period 4	11:10	11:30	20	Lunch	11:45	1:15	90	Period 2	11:45	1:15	90	Period 5
11:55	12:40	45	Period 5	11:35	12:15	40	Period 5	1:15	1:25	10	Break	1:15	1:25	10	Break
12:45	1:30	45	Period 6	12:20	1:00	40	Period 6	1:30	3:00	90	Period 3	1:30	3:00	90	Period 6
				1:05	2:00	55	Community Building								

Grades 7-8 Bell Schedule

Regular Schedule								4 Day Weeks (Monday-Thursday)							
(M/W)				(T/Th)				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom
8:50	10:20	90	Period 1	8:50	10:20	90	Period 4	8:50	10:20	90	Period 1	8:50	10:20	90	Period 4
10:20	10:30	10	Break	10:20	10:30	10	Break	10:20	10:30	10	Break	10:20	10:30	10	Break
10:35	12:05	90	Period 2	10:35	12:05	90	Period 5	10:35	12:05	90	Period 2	10:35	12:05	90	Period 5
12:05	12:35	30	Lunch	12:05	12:35	30	Lunch	12:05	12:35	30	Lunch	12:05	12:35	30	Lunch
12:40	1:25	45	DTI	12:40	1:25	45	DTI	12:40	1:25	45	DTI	12:40	1:25	45	DTI
1:30	3:00	90	Period 3	1:30	3:00	90	Period 6	1:30	3:00	90	Period 3	1:30	3:00	90	Period 6
Friday				Friday Community Building				(T/Th)				W/F			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:15	9:00	45	Period 1	8:15	8:55	40	Period 1	8:15	8:45	30	Homeroom	8:15	8:45	30	Homeroom
9:05	9:50	45	Period 2	9:00	9:40	40	Period 2	8:50	10:20	90	Period 1	8:50	10:20	90	Period 4
9:55	10:40	45	Period 3	9:45	10:25	40	Period 3	10:20	10:30	10	Break	10:20	10:30	10	Break
10:45	11:30	45	Period 4	10:25	10:45	20	Lunch	10:35	12:05	90	Period 2	10:35	12:05	90	Period 5
11:30	11:50	20	Lunch	10:50	11:30	40	Period 4	12:05	12:35	30	Lunch	12:05	12:35	30	Lunch
11:55	12:40	45	Period 5	11:35	12:15	40	Period 5	12:40	1:25	45	DTI	12:40	1:25	45	DTI
12:45	1:30	45	Period 6	12:20	1:00	40	Period 6	1:30	3:00	90	Period 3	1:30	3:00	90	Period 6
				1:05	2:00	55	Community Building								

Grades 9-12 Bell Schedule

Regular Schedule								4 Day Weeks (Monday-Thursday)							
Monday & Wednesday				Tuesday & Thursday				Monday & Wednesday				Tuesday & Thursday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:15	10:45	90	Period 1	9:15	10:45	90	Period 4	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
11:00	12:30	90	Period 2	11:00	12:30	90	Period 5	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch
1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI
2:00	3:30	90	Period 3	2:00	3:30	90	Period 6	2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
Friday				Friday Community Building				(T/Th)				W/F			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0	7:30	8:20	50	Period 0
8:30	9:15	45	Period 1	8:30	9:10	40	Period 1	8:30	9:10	40	Adv/HR	8:30	9:10	40	Adv/HR
9:20	10:05	45	Period 2	9:15	9:55	40	Period 2	9:15	10:45	90	Period 1	9:15	10:45	90	Period 4
10:05	10:15	10	Break	9:55	10:05	10	Break	10:45	10:55	10	Break	10:45	10:55	10	Break
10:20	11:05	45	Period 3	10:10	10:50	40	Period 3	10:45	10:55	10	Break	10:45	10:55	10	Break
11:10	11:55	45	Period 4	10:55	11:35	40	Period 4	11:00	12:30	90	Period 2	11:00	12:30	90	Period 5
11:55	12:25	30	Lunch	11:35	11:55	20	Lunch	12:30	1:00	30	Lunch	12:30	1:00	30	Lunch
12:30	1:15	45	Period 5	12:00	12:40	40	Period 5	1:05	1:55	50	MH/DTI	1:05	1:55	50	MH/DTI
1:20	2:05	45	Period 6	12:45	1:25	40	Period 6	2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
				1:30	2:25	55	Community Building								

Coversheet

College and Career Counseling Presentation & Discussion

Section: II. Curriculum
Item: E. College and Career Counseling Presentation & Discussion
Purpose: Discuss
Submitted by:
Related Material:
Curriculum and Instruction Review Advisory Committee Cover Sheet for Pre-reading 03.10.2022 jss .pdf
Proposed Course Offering for AY 2022-23 03.28.2022 jss jss.pdf
A-G Completion Improvement Grant Program, Plan for Making Waves Academy 02.28.2022 jss.pdf



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Curriculum and Instruction Review Advisory Committee

College and Career Counseling Cover Sheet for Pre-reading

We acknowledge that our discussion time on April 19 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 our meeting. Access the document by visiting www.tinyurl.com/mwa-crc-ccc

During the College and Career Counseling portion of the Curriculum and Instruction Review Advisory Committee (CIRAC) meeting, we will share a brief snapshot of seniors' college admissions results and post-secondary plans, followed by discussion regarding our proposed course offering and proposed use of grant funding for dual enrollment.

Course offering

Our upper school course offering will continue to optimize for timely a-g completion for all students. We recommend that the Curriculum and Instruction Review Advisory Committee (CIRAC) approve our course offering for AY 2022-23.

[Proposed Course Offering for AY 2022-23](#)

Dual enrollment

A dual enrollment program at Making Waves Academy would provide students the opportunity to earn up to two years of college credits while completing high school diploma requirements. We propose that the A-G Completion Improvement Grant be used as seed capital to launch a three-year test-and-learn for dual enrollment, with continuation of the program contingent upon demonstrating satisfactory metrics and answering key questions.

[A-G Completion Improvement Grant Program](#) (Revised April 1, 2022)



Proposed Course Offering for AY 2022-23 Making Waves Academy Upper School

Background

The upper school master schedule at Making Waves Academy will continue to ensure timely a-g completion for all students. In a continuing effort to increase the variety of our electives, we plan to offer the following new courses:

- Principles of Finance
- Beginning Band (or other subject(s) within Visual and Performing Arts, depending on what the labor market will yield)

While additional teachers will be hired to accommodate new courses and student enrollment increases, we are also auditing our current course offering to scale-back where possible. Additional revisions to the course offering include:

1. Condensing the Career Technical Education (CTE) pathway in Health Sciences and Medical Technology from three years to two years¹, providing students the opportunity to complete the entire CTE pathway while having more freedom to study an additional elective subject;
2. Discontinuing Anatomy and Physiology² to add courses in other life sciences or physical sciences to accommodate student enrollment increases;
3. Increasing the minimum enrollment of course sections from 13 students to 18 students to reduce the number of classes needing coverage at any given time; and
4. Initiating planning for Ethnic Studies, with AY 2025-26 being the target year for offering it as a graduation requirement.

Recommendation

We recommend that the Curriculum and Instruction Review Advisory Committee (CIRAC) approve our course offering for AY 2022-23.

¹ See Table 2: Proposed Revision to the Career Technical Education (CTE) Pathway in Health Sciences and Medical Technology.

² The State of California no longer associates Anatomy and Physiology with Career Technical Education (CTE) course codes and thus is no longer a CTE course. Making Waves Academy still has a complete sequence of courses within the Health Sciences and Medical Technology Pathway through our offering of Introduction to Health Sciences (Intro), Medical Terminology (Concentrator), and Advanced Patient Care (Capstone).



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Table 1. Proposed Course Offering for AY 2022-23

<u>A-G and CDE Requirements</u>		<u>Making Waves Academy Course of Study</u>		<u>Status (# Interested)</u>
<i>Content Areas</i>	<i>Required</i>	<i>Proposed Course Offering</i>	<i>Required</i>	
A. History and Social Science	2 Years	World History United States History** AP United States History United States Government (0.5) AP U.S. Government and Politics (0.5) Economics (0.5)	3 Years*	Available Available Available (21) Available Available (38) Available
B. English	4 Years	English I English II English III** AP English Language and Composition CSU Expository Reading and Writing	4 Years	Available Available Available Available (29) Available
C. Mathematics	3 Years	Algebra I Geometry Algebra II ➤Principles of Finance Pre-Calculus AP Statistics AP Calculus AB	3 Years***	Available Available Available Available (6) Available (22) Available (60) Available (19)
D. Laboratory Science	2 Years	Earth and Space Science Biology Modern Physics and Chemistry Introduction to Health Sciences (0.5) (CTE) Medical Terminology (0.5) (CTE) Advanced Patient Care (CTE)	2 Years****	Available Available Available Available (4) Available (19) Available (18)
E. Language Other Than English	2 Years	Spanish I Spanish II Spanish III AP Spanish Language and Culture	2 Years	Available Available Available (43) Available (63)
F. Visual and Performing Arts	1 Year	Fundamentals of Art Ceramics Advanced Art Introduction to Drama ➤Beginning Band or other arts elective(s)	1 Year	Available Available (69) Available (24) Available (59) Available (TBD)
G. College Prep Elective	1 Year	AP Psychology	*****	Available (20)
CA Department of Education	2 Years	Health and Wellness I Health and Wellness II	2 Years*	Available Available

Endnotes on next page.



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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.

“>” indicates that this course is proposed for the upcoming school year. Sample course descriptions are included in this document. Courses listed in “**blue**” fulfill A-G and MWA graduation requirements. Courses listed in “**black**” are A-G recommended courses or electives. Student interest numbers provided for elective courses only.



Table 2. Proposed Revision to the Career Technical Education (CTE) Pathway in Health Sciences and Medical Technology

Summary

Condensing the Career Technical Education (CTE) pathway in health sciences and medical technology to two academic years, rather than three academic years, will provide students the opportunity to complete the entire CTE pathway, while having more freedom to study an additional elective subject, if they choose.

Optimizes for

- *Compliance.* A two-year pathway still meets the 300-hour duration requirement.
- *A broad course of study.* Allows students to complete the CTE pathway, while having more freedom to study an additional elective subject, if they choose.

Table 2a. The **current implementation** of the CTE pathway for health sciences and medical technology requires three sequential years of study.

	Fall	Spring
Year 1: Intro	Intro to Health Sciences	
Year 2: Concentrator	Medical Terminology	
Year 3: Capstone	Advanced Patient Care	

Table 2b. The **proposed implementation** of the CTE pathway for health sciences and medical technology requires two years of study.

	Fall	Spring
Year 1: Intro / Concentrator	Intro to Health Sciences	Medical Terminology
Year 2: Capstone	Advanced Patient Care	



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Table 3. Proposed Addition to Visual and Performing Arts

Summary

The addition of Beginning Band (or other subject(s) within Visual and Performing Arts, depending on what the labor market will yield) will allow us to accommodate more students needing to fulfill their one-year Visual and Performing Arts requirement while adding variety to our course offering.

Table 3a. Sample sequence of Visual and Performing Arts courses by grade level.

	Grade 9 Satisfies a-g requirement for art	Grade 10	Grade 11	Grade 12
Visual Arts	Fundamentals of Art		Ceramics or Advanced Art	Ceramics or Advanced Art
Performing Arts	Introduction to Drama or Beginning Band	(The addition of concentrator courses in Performing Arts will depend on what the labor market will yield)		

Sample Course Description for Beginning Band (or other arts elective(s))

This class offers the band experience at the beginning level. The instruments taught are flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. No experience is necessary – only the will and desire to play an instrument. Musical topics are introduced such as reading, music notation, analyzing and evaluating music, as well as composing and improvising simple melodies. The students present a Winter and Spring Concert.



Table 4. Proposed Addition to Mathematics

Summary

The addition of Principles of Finance will give students more pathways to continue their study of mathematics following the completion of Algebra II. Following Algebra II, students will be able to choose between pursuing Pre-calculus, AP Statistics, or Principles of Finance.

Table 3a. Sample sequences of mathematics courses by grade level.

	Grade 9	Grade 10	Grade 11	Grade 12
Sample 1	Algebra I	Geometry	Algebra II	Principles of Finance and/or AP Statistics and/or Pre-calculus
Sample 2	Geometry	Algebra II	Pre-calculus and Principles of Finance or AP Statistics	AP Calculus AB and Principles of Finance or AP Statistics

Sample Course Description for Principles of Finance

Principles of Finance gives students a thorough introduction to the concepts, tools, and institutions of finance and serves as a foundation for the core courses offered by the Academy of Finance. Principles of Finance begins with the basics of financial literacy and the function of finance in society. Students then study income and wealth, including budgeting, personal banking, credit and borrowing, and planning for retirement. Next, students examine financial institutions and the role of finance in organizations. They learn about standard methods by which businesses raise capital, and they study key investment-related terms and concepts, including the time value of money. Students also explore specific topics of importance in today’s world of finance, risk management, taxes, and ethics. They research how technological and international innovations have changed the financial services field.



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As an integral part of the course, students also participate in an in-depth study of a particular finance topic. Students use a Project-Based Learning approach to become personal finance experts and lead a schoolwide exhibition on issues critical to financial literacy. Working in groups of three or four, students choose a topic to investigate and examine their topic from various perspectives, including its importance to an individual's understanding of finance and its relevance to the finance industry and society. Groups synthesize their learning and create a three-panel display, public service pamphlet, and talking points, all of which they present to an invited audience at a financial literacy fair.

Finally, students explore the types of careers that exist in finance today.



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A-G Completion Improvement Grant Program (EC 41590) Plan for Making Waves Academy

Background

Making Waves Academy is projected to receive \$291,377 pursuant to the A-G Completion Improvement Grant Program (EC 41590). The purpose of the grant is to help increase the number of high school students who graduate from high school with A-G eligibility. The funds will be available for use through the 2025-26 school year. Making Waves Academy seeks to use this funding to expand access to coursework to satisfy A-G course requirements by establishing new partnerships with post-secondary educational institutions.

If this proposal is approved, the grant funding will be used as seed capital to launch a three-year test-and-learn for dual enrollment, giving students the opportunity to earn up to two years of college credits while completing high school diploma requirements. 6-12 months before the test-and-learn period ends, the continuation of the program would be contingent upon demonstrating satisfactory metrics and answering key questions.

Community input collected at a public board meeting held on March 10, 2022 necessitated revisions to our original plan.

Recommendation

Making Waves Academy recommends that the board approve our A-G Completion Improvement Grant plan to start a dual enrollment program. Fiscal impact: not to exceed \$35,000 per year for the first three years, then approximately \$140,000 annually thereafter.



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A-G Completion Improvement Grant Program (EC 41590) Plan for Making Waves Academy

What?

Making Waves Academy is projected to receive \$291,377 pursuant to the A-G Completion Improvement Grant Program (EC 41590). The purpose of the grant is to help increase the number of high school students who graduate from high school with A-G eligibility. The funds will be available for use through the 2025-26 school year.

So what?

Making Waves Academy seeks to use this funding to expand access to coursework to satisfy A-G course requirements by establishing new partnerships with post-secondary educational institutions through a dual enrollment program. A dual enrollment program at Making Waves Academy would provide students the opportunity to earn up to two years of college credits while completing high school diploma requirements. Through a College and Career Access Partnership (CCAP¹) Agreement with a participating community college district, Making Waves Academy would be able to offer community college courses to participating high school students during the school day, while keeping enrollment closed to the general public (AB 288²).

Community input collected at a public board meeting held on March 10, 2022 necessitated revisions to our original plan. A student survey was also conducted as a recommendation from the board meeting.

Now what?

Making Waves Academy recommends that the board approve our A-G Completion Improvement Grant plan to start a dual enrollment program. Fiscal impact: not to exceed \$35,000 per year for the first three years, then approximately \$140,000 annually thereafter.

¹ A College and Career Access Partnership (CCAP) Agreement is an agreement or contract between a community college and K12 school district that documents how the partners will provide college and career pathways to students for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education.

² Assembly Bill 288 (2015) authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill requires the partnership agreement to outline the terms of the partnership, as specified, and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.



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Table 1. Revisions based on community input.

In order to ensure community and stakeholder input, the plan shall be discussed at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school and adopted at a subsequent regularly scheduled meeting.

Community input collected at a public board meeting held on March 10, 2022 necessitated revisions to our original plan. A student survey was also conducted as a recommendation from the board meeting. The revised plan was completed on April 1, 2022.

Three essential questions emerged from the public discussion. The plan now reflects revisions in response to these questions, but are highlighted below for ease of reference.

1. What is the value proposition for this particular dual enrollment program?

- a. The primary value proposition of this dual enrollment program is to increase college completion rates among our college-bound graduates through early credit accumulation. A dual enrollment program at Making Waves Academy would provide students the opportunity to earn up to two years of college credits while completing high school diploma requirements.

2. What does student interest look like for a dual enrollment program?

- a. Based on a March 2022 survey, 86 upper school students – almost equivalent in size to the current graduating class at Making Waves Academy – have expressed interest in participating in an early college credit program.

3. What are the ongoing projected expenses for continuing the dual enrollment program after the grant funding depletes?

- a. The fiscal impact of a dual enrollment program is not to exceed \$35,000 per year for the first three years, then approximately \$140,000 annually thereafter.

The A-G Completion Improvement Grant plan is scheduled for vote and adoption at a subsequent public board meeting, scheduled on May 5, 2022.

If in its implementation a dual enrollment program becomes impossible or impractical to continue, or if unforeseen or unavoidable circumstances would result in insurmountable delay or expense, the grant would be used towards expanding options for credit recovery or elective courses to supplement, not supplant, current services.



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Table 2. Description of use of funds.

A grant recipient shall develop a plan on or before April 1, 2022, describing how the funds received under this section will increase or improve services for unduplicated pupils to improve A–G eligibility, including information about the number of pupils identified for opportunities to retake courses pursuant to paragraph (2) of subdivision (e).

Making Waves Academy developed its original plan for the A-G Completion Improvement Grant Program on February 17, 2022. Following community input and discussion at a public board meeting, the revised plan was completed on April 1, 2022.

Making Waves Academy seeks to use this funding to expand access to coursework to satisfy A-G course requirements by establishing new partnerships with post-secondary educational institutions through a dual enrollment program.

The primary value proposition of a dual enrollment program is to increase college completion rates among our college-bound graduates through early credit accumulation. A dual enrollment program at Making Waves Academy would provide students the opportunity to earn up to two years of college credits while completing high school diploma requirements.

Through a College and Career Access Partnership (CCAP) Agreement with a participating community college district, Making Waves Academy would be able to offer community college courses to participating high school students during the school day, while keeping enrollment closed to the general public (AB 288).

All students will have the option to enroll in courses offered through the dual enrollment program, including 176 students currently identified as needing to retake courses.

If in its implementation a dual enrollment program becomes impossible or impractical to continue, or if unforeseen or unavoidable circumstances would result in insurmountable delay or expense, the grant would be used towards expanding options for credit recovery or elective courses to supplement, not supplant, current services.



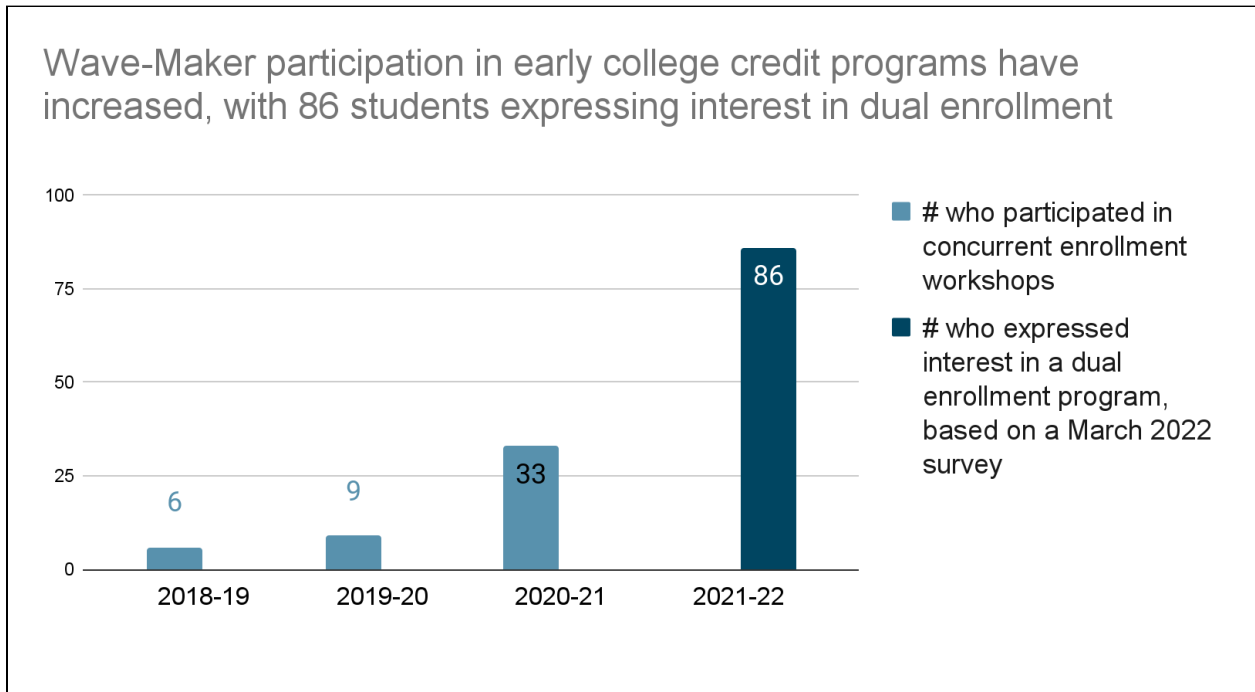
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Table 3. Student interest.

Based on a March 2022 survey, 86 upper school students – almost equivalent in size to the current graduating class – have expressed interest in participating in an early college credit program at Making Waves Academy.

When asked why, the top reasons were to help confirm their career pathway, to experience college-level rigor, and to save money on college tuition.

When asked what subjects they would study, business and science ranked highest, followed by arts and communication.





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Table 4. Proposed budget.

To launch a dual enrollment program at Making Waves Academy, grant funding will be used towards instructional materials, professional development, and hiring a full-time administrator. The administrator will plan, organize, and provide oversight for all functions and activities related to dual enrollment, concurrent enrollment, and related initiatives. 2022-23 will be a planning year, with the first cohort of students beginning in 2023-24.

	2022-23	2023-24	2024-25	2025-26
	<i>Planning year</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Revenues				
A-G Completion Improvement Grant	\$97,125.66	\$97,125.66	\$97,125.66	\$0
Expenses				
Certificated pupil support administrator salary, health and welfare benefits and insurance, and taxes	\$115,154	\$118,608.62	\$122,166.88	\$125,831.89
Instructional materials	\$5,000	\$5,000	\$5,000	\$5,000
Conferences and professional development	\$4,000	\$4,000	\$4,000	\$4,000
Funds to be raised	(\$27,028.34)	(\$30,482.96)	(\$34,041.22)	(\$134,831.89)



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Table 5. Supplement, not supplant.

The plan shall include information regarding how the plan and described services supplement, and do not supplant, those services identified in the school district’s local control and accountability plan required pursuant to Section 52060, the county superintendent of schools’ local control and accountability plan required pursuant to Section 52066, or the charter school’s local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5, and the local educational agency’s learning recovery program plan adopted pursuant to Section 43522.

Making Waves Academy does not currently offer a dual enrollment program, therefore use of this grant to develop such an opportunity would supplement, not supplant, our current services.

Table 6. Nondiscrimination policy.

The plan shall also include a description of the extent to which all pupils within the local educational agency, particularly unduplicated pupils, will have access to A–G courses approved by the University of California.

All students at Making Waves Academy may participate in our dual enrollment program, which, pursuant to Education Code Section 41590, is designed to help increase the number of high school students who graduate from high school with A-G eligibility.

In accordance with our institutional goals, the dual enrollment program at Making Waves Academy remains committed to using funding from the A-G Completion Improvement Grant to expand access to coursework to satisfy A-G course requirements by establishing new partnerships with post-secondary educational institutions.

Our dual enrollment program is compliant with our school nondiscrimination policy.

MWA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

MWA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).



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MWA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). MWA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MWA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which MWA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MWA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in MWA's programs or activities. MWA prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report any act of such misconduct to the Coordinator: Dean of Students, 4123 Lakeside Drive Richmond, CA 94806 Ph. (510) 262-1511. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

Table 7. Mid-cycle report.

A grant recipient shall report to the Superintendent on or before December 31, 2023, on how they are measuring the impact of the funds received under this section on their A–G completion rate, as identified within their plan, and the outcomes based on those measurements.

Making Waves Academy plans to prepare a mid-cycle report on the A-G completion rate, as identified within our plan, and the outcomes based on those measurements.



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Table 8. Report to legislature.

The department shall compile the information reported pursuant to this subdivision and submit a report to the appropriate policy and fiscal committees of the Legislature on or before April 30, 2024, and shall update the state board on the contents of that report at a regularly scheduled meeting of the state board.

Not applicable to Making Waves Academy.

Table 9. Final report.

A grant recipient shall report to the Superintendent on or before August 31, 2026, on final outcomes that measure the impact of the funds received under this section on their A–G completion rate.

Making Waves Academy plans to prepare a report on the final outcomes related to our A-G completion rate.



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Table 10. Examples of dual enrollment courses offered by Contra Costa College through neighboring high schools.

Date	Course	Secondary Course	High School	Type
Fall 2019	CIS 166A	Basic Web Page Development	De Anza HS	Articulated
Fall 2019	MEDIC 150	Medical Terminology	De Anza HS	Dual Enrollment
Fall 2019	ENGL 1A	Composition and Reading	Mare Island Tech	Dual Enrollment
Spring 2020	COUNS 120	Managing College Success	Aspire Academy	
Spring 2020	ADJUS 135	Law and Democracy	De Anza HS	Dual Enrollment
Spring 2020	CIS 166B	Advanced Webpage Development	De Anza HS	Dual Enrollment
Spring 2020	MEDIC 206	EHRs and Computer Applications	De Anza HS	Dual Enrollment
Spring 2020	CIS 166A	Basic Web Page Development	El Cerrito HS	Dual Enrollment
Spring 2020	CIS 166B	Advanced Webpage Development	El Cerrito HS	Dual Enrollment
Spring 2020	Coun 140	Job Strategies	Greenwood	Dual Enrollment
Spring 2020	BOT 210A	Keyboard Skills through Word Processing	Kennedy HS	Dual Enrollment
Spring 2020	CIS 166A	Basic Web Page Development	Kennedy HS	Articulated
Spring 2020	CIS 166B	Advanced Webpage Development	Kennedy HS	Articulated
Spring 2020	CIS 190B	Windows Fundamentals	Kennedy HS	Dual Enrollment
Spring 2020	ENGL 1C	Critical Thinking and Advanced Composition	Mare Island Tech	Dual Enrollment
Spring 2020	ENGIN 112	Introduction to Engineering	Pinole Valley HS	Articulated
Spring 2021	ADJUS 135	Law and Democracy	Richmond HS	Dual Enrollment
Spring 2022	ENGIN 112	Introduction to Engineering	Richmond HS	Articulated
Summer 2019	MATH 164	Introduction to Probability and Statistics	Mare Island Tech	
Summer 2019	SPCH 120	Public Speaking	Mare Island Tech	

Coversheet

Day of Slides

Section: II. Curriculum
Item: F. Day of Slides
Purpose: FYI

Submitted by:

Related Material:

Curriculum and Instruction Review Advisory Committee_ College and Career Counseling Presentation 04.11.2022 jss.pptx

CIRAC Presentation_ Academic Instruction (Spring).pptx



College and Career Counseling



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Agenda

Agenda Item	Time
Snapshot of Seniors' Post-secondary Plans	15 Minutes
Course Offering for AY 2022-23 Dual Enrollment	25 Minutes
Closing	5 Minutes

Post-secondary Plans

1

A brief snapshot of seniors' college admissions results and post-secondary plans

2

Key takeaways and learnings

Course Offering

New courses

- Principles of Finance
- Beginning Band (or other subject(s) within Visual and Performing Arts, depending on talent recruitment)

Revisions

- Condensing the Career Technical Education (CTE) pathway from three years to two years
- Discontinuing Anatomy and Physiology
- Increasing minimum enrollment of course sections from 13 to 18 students
- Initiating planning for Ethnic Studies

Recommendation

We recommend that the Curriculum and Instruction Review Advisory Committee (CIRAC) approve our course offering for AY 2022-23.

Dual Enrollment

Test-and-learn

- We propose that the A-G Completion Improvement Grant be used as seed capital to launch a three-year test-and-learn for dual enrollment.
- 6-12 months before the test-and-learn period ends, the continuation of the program would be contingent upon demonstrating satisfactory metrics and answering key questions.

Questions for discussion

- What metrics would demonstrate that our dual enrollment program is “working”?
- What key questions would we need to answer to signal readiness for ongoing investment?

Recommendation

We recommend that the Curriculum and Instruction Review Advisory Committee (CIRAC) vote in favor of using grant funding to launch a dual enrollment program at the next public board meeting.

Thank you.



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CIRAC - Academic Instruction



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Table of Contents

- Instruction at MWA
- Current Curriculum and Textbooks
- Recommendations and Rationale

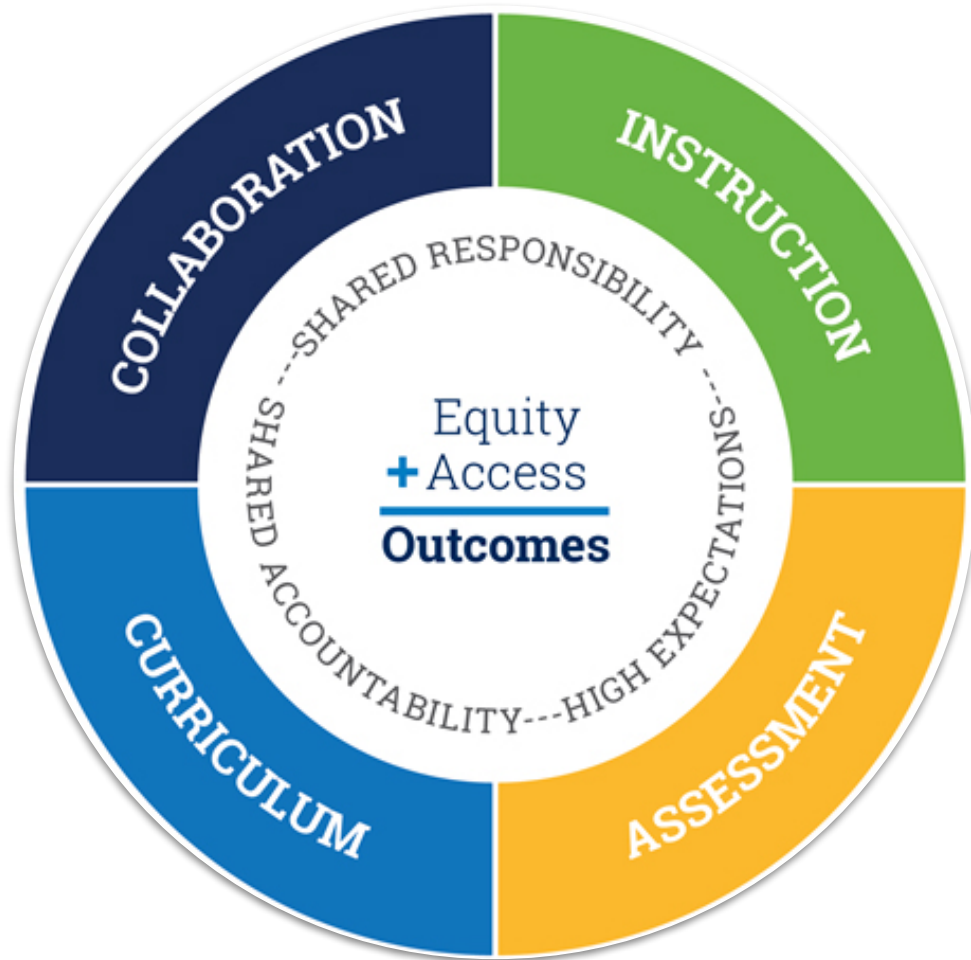


Prioritization of Instructional Support

Essential Question: Based on your understanding of the current climate in education, how do you recommend we “stress test” our systems to assess our instructional support priorities next year?

- 53% (34/63) of our faculty are either new teachers or new to MWA
- Consistent faculty feedback include a request for increased classroom observation/support and intentional professional development
- High quality instruction is the best tool for classroom management

Back to the Basics



Instruction: Increase classroom observations and new teacher support (lesson planning and delivery)

Assessment: Reinforce the teaching and learning cycle

Curriculum: Develop a rubric to evaluate curriculum for rigorous instruction, cultural relevance, and student outcomes

Collaboration: Deepen partnership between faculty and holistic services to maximize universal goal of high-levels of learning for all students

Curriculum + Textbooks

Discussion Question: As we look to pilot new curriculum for next year in US math and 5th grade social science classes, what best practices should we keep in mind to guide both the selection and implementation processes?

Current Curriculum + Textbooks for AY21/22

- **Increase fidelity** of middle school implementation of social studies curriculum (Discovery Education)
- **Explore curricular options** to update 5th grade science curriculum based on NGSS
- **Develop rubric** to evaluate current and future curriculum for academic rigor, cultural relevance, and student outcomes

Curriculum + Textbooks

Discussion Question: As we look to pilot new curriculum for next year in US math and 5th grade social science classes, what best practices should we keep in mind to guide both the selection and implementation processes?

Curriculum + Textbook Recommendations for AY22/23

- **Pilot** 5th Grade Social Studies
- **Pilot** Upper School Math Curriculum
- **Purchase** Upper School Psychology Textbook
- **Purchase** Upper School Spanish Textbooks
- **Planning** Ethics Studies

Social Studies: 5th Grade Pilot

Rationale:

LCAP for AY21-22 indicated new Social Science curriculum for Middle School, grades 6-8 adopted Discovery Education; 5th grade curriculum requires an official update. A collaborative selection process will give faculty an opportunity to evaluate current curriculum, select to use an updated version of current curriculum or choose a new curriculum (all approved by CDE), and increase staff buy-in.

- Teachers' Curriculum Institute (TCI) - *Social Studies Alive! California Series* (currently in use)
- Pearson Scott Foresman and Prentice Hall - *California History-Social Science: myWorld Interactive*
- McGraw-Hill School Education - *Impact: California Social Studies*

Math: Upper School Pilot

Rationale: Implementation of the board approved (spring 2021) pilot for a new upper school math curriculum.

Recommend Curriculum for Pilot (spring 2021)

Carnegie Learning

- Standards-aligned
- Meets Expectations (EdReports)
- Offers digital and print resources

Open Up Resources

- Standards-aligned
- Meets Expectations (EdReports)
- Offers continuity from grades 6-11
- Offers digital and print resources

Updated ASK for Pilot

- Pilot Carnegie Learning OR Open Up Resources during AY2022-23
- Purchase professional development for math curriculum for summer 2022

Ethnic Studies: Planning



Prioritization of Instructional Support

Essential Question: Based on your understanding of the current climate in education, how do you recommend we “stress test” our systems to assess our instructional support priorities next year?

Key Performance Indicators

- Completion of observation/ debrief cycles - 100% of staff observed on a monthly basis
- Stabilization (or improvement) of staff intent to return survey (compare to 2021-22)
- Higher performance on math and reading growth assessments, MAP & STAR (compare to 2021-22)

Thank you.



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