



Learn. Graduate. Give Back.

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

What

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

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

Here's what we found:

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

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

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

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



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

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

So What

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

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

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

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

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



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

Now What

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

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

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

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

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

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



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

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

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

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

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

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

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



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

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



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

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

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

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



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

Match by Estimated College Completion Rate

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

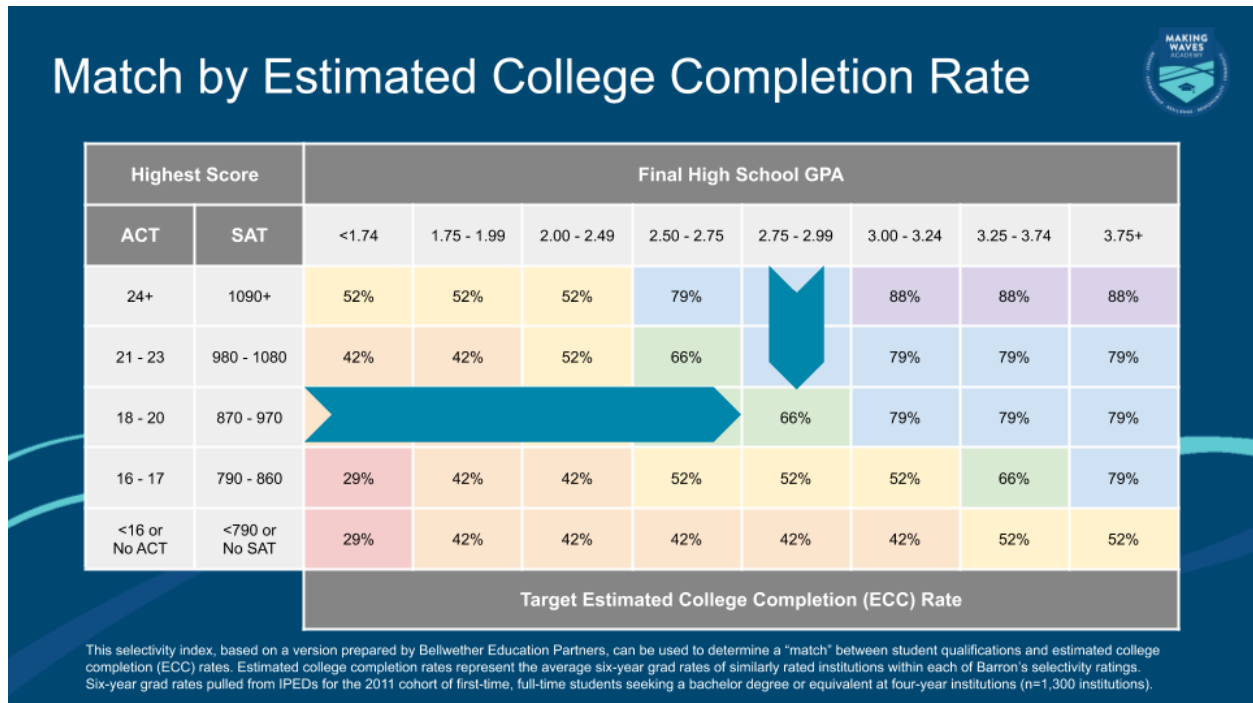
Target Estimated College Completion (ECC) Rate

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

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



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



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



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The Abrupt Future of Work

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

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

These are some headlines I walked away with:

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

These are some questions that I am asking myself:

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



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

John C. Austin and Brad Hershbein, Brookings

September 17, 2020

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

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

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

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



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

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

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

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



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

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

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



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In Review: College Application Season for AY 2019-20

An email to Making Waves Academy faculty and staff

May 27, 2020

Dear Making Waves,

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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



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

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

Best,
JS



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

August/ September	October/November <i>LatinX Heritage Month, National Bullying Prevention Month</i>	December/ January	February <i>Black History Month, American Heart Month</i> March <i>National Nutrition Month, Social Work, Celebrating the Arts in Schools, International Women's Day</i> April <i>Alcohol Awareness Month</i>	May <i>Mental Health Awareness, Teacher Appreciation, Asian American Pacific Island Celebration Month</i> June <i>LGBTQ+ PRIDE</i>
Themes: <i>Community & Relationship Building (Distance Learning focus)</i>	Themes: <i>Coping Strategies</i>	Themes: <i>Community & Relationship Building (In-person focus when state reopen requirements are met)</i>	Themes: <i>College & Career Development Building Life Dream/Decision Making</i>	Themes: <i>Community & Relationship Building Decision Making (In-person focus when state reopen requirements are met)</i>
<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Psychological 1st Aid, Epidemiology of COVID-19, Staying Healthy, Reflection/Processing, Accessing Help and Social Support, Practicing REPs, Self-Care Action Plan, Study Skills, time management and organization, utilizing office hours, Digital citizenship, & Processing the Impact Systemic Racial Injustice/Civil Unrest</p> <p>College and Career Counseling: Introduction of Post-secondary Pathways (12); College Application Account Creation (12); Introduction to Naviance (9-12), Introduction to College List Building (10 and 11); Competitive Advantage (11); Introduction to Student Life (9)</p> <p>Primary Objectives:</p> <ul style="list-style-type: none"> ● All students will create and engage a Self-Care Action Plan ● All students know how to access a caring adult for help ● All students can successfully navigate and engage their class schedule 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Life Dream Snapshot, Continuing Self-Care Action Plan, Identifying Emotions, Coping Skills, Strategies to Process, Digital Citizenship, NTA for students, & Restorative Practices, Study Skills, time management and organization, utilizing office hours, Election Season Preparation</p> <p>College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Connecting Careers to Majors; Junior College Workshop -- What You Need to Know (11); Match, Reach, and Safety Schools (11); Career Exploration on Naviance; Major Exploration (12)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> 1. All students will practice self-awareness skills to identify their emotions 2. All students will practice methods to reduce stress and increase resilience 3. All students will know MWA resources for crisis support 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Trauma-informed Communication (Identifying and Meeting Student Psychological Needs), Restorative Conversations, Affective Communication, Accessing Social Support Networks During the Holidays</p> <p>College and Career Counseling: Course Selection for Next Year; Career Exploration; AP/CTE Showcase; Naviance and College Lists for Document Sending (12); A-G Requirements</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> 1. All students will practice self-advocacy conversations (examples: for study support, goal setting with a teacher, etc.) 2. All students will know the elements to a restorative conversation 3. All students will know how to access support as needed during Winter Break (revisit Self-Care Action Plan) 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Life Dream Snapshot (revisit), Career/College Exploration, Identifying Strengths/Skills/Interests, Goal setting, Time management, Organization, Asking for Help, Office Hours, Using Peers for support, Digital Citizenship, Interest and Strength Inventories, Study Skills & Managing Distance Learning</p> <p>College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Case Study and College Fair; Summer Activity Planning; College Tours for Waves; Connecting Field of Study, College Majors, and Extracurricular Activities; UC and CSU Eligibility (9-11); Post-secondary Plan Orientation (11); Community College Enrollment (12)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> 1. All students will be exposed to different post-secondary and career pathways 2. All students will explore their own strengths, skills and interests 3. All students will set goals or next steps for how to continue their own education around a specific post-secondary or career pathway 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Decision making, ATOD education and prevention, <i>Healthy Relationships</i>, PMSC, Alcohol, Tobacco and Drug Education and Prevention, NTA (revisit), Review Channels for Accessing Mental Health Services, Review Community Resources (e.g. emergency hotlines), Psychoeducation on Mental Illness Prevalence, Stigma, and Peer Intervention Roles, Digital Citizenship</p> <p>College and Career Counseling: College Signing Day; Senior Panel "What I Wish I Knew" (11); Senior Transition Week (12); Concurrent Enrollment Registration (9-12); Post-secondary Pathways and Social-Emotional Fit (11)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> 1. All students will practice negotiation and decision making skills in relationships 2. Students will know the impacts of ATOD in their bodies 3. Students will know how to access support as needed during Summer (revisit Self-Care Action Plan)
<p><u>Teacher Professional Development:</u></p> <p>Topics: Psychological 1st Aid, Reflection/Processing, Listening & Responding with Compassion, Foundational Protocols and Procedures (Establish REPs, Behavior Management Systems, Notice Talk</p>	<p><u>Teacher Professional Development:</u></p> <p>Training for teachers on how to have difficult conversation on race, and other sensitive topics. This can</p>	<p><u>Teacher Professional Development:</u> December 11th January 8th</p> <p>Topics: Relationship Building: Restorative conversations, trauma-informed classroom/meeting procedures</p>	<p><u>Teacher Professional Development:</u> March 26</p> <p>Topics: Life Dream, Mentorship and coaching, facilitating conversations around goal-setting</p>	<p><u>Teacher Professional Development:</u> May 21</p> <p>Topics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Time management, organization, asking for help among colleagues/ supervisors, School-based and</p>



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

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

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



Learn. Graduate. Give Back.

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



Learn. Graduate. Give Back.

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



Learn. Graduate. Give Back.

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



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



Learn. Graduate. Give Back.

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



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



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College and Career Counseling Activity	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Families	Required	Setting	2019-20	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Community College Field Trip Follow-up								1		Required	Individual	Practice								1					
College Admission Appeals Follow-up								1		Optional	Individual	Practice								1					
CAP Leadership Conference								1		Required	Group, Small	Practice								1					
Support Grade 12 Students for Scholarship Essays								1		Optional	Individual	Practice								1					
AP Showcase + A-G Presentation for students + parents					1	1	1			Required	Individual	Practice								1					
Course Selection for Next Year, Lunch and After School Support (Grade 9-11)					1	1	1			Optional	Group, Large	Practice								1					
AP Showcase					1	1	1			Optional	Group, Large	Practice								1					
Create workshops for Sophomores to enroll in SAT Prep on Khan Academy						1				Optional	Group, Large	Practice								1					
Roundtable Discussion and Call Home with "No-SAT-Diag" Juniors							1			Required	Group, Small	Practice								1					
Student Study Trip- 11th grade college tour							1			Required	Group, Large	Practice								1					
Students learn about a career in which they are interested. (informational interviews, job shadows, etc.)					1	1	1	1		Required	Group, Small	Pivot								1					
Students are prepared for employment in a specific field or range of occupations. (apprenticeships, on-the-job training, etc)					1	1	1	1		Optional	Small Group	Pause								1					
Roundtable Discussion with a Professional Guest Speaker 4 / Cal Bio Engineering					1	1	1	1		Required	Group, Small	Pause								1	1				
Study Trip for Work-based Learning 4					1	1	1	1		Required	Group, Large	Pause								1	1				
Informational Interview or Job Shadow for a student with Professional Guest Speaker 4					1	1	1	1		Required	Individual	Pause								1	1				
SAT Exam Registration for Spring (Grade 11)								1		Required	Group, Small	Practice / Cancellation due to COVID-19								1	1				
Orientation for Postsecondary Plans (Grade 11)								1		Optional	Individual	Pivot								1	1				
SAT Bootcamp for High-achievers								1		Required	Group, Small	Practice								1	1	1			
College Spring Mentoring Meetings								1		Required	Group, Small	Pause								1	1	1			
Students submit concurrent enrollment form, flyers around school, PA Announcements, Orientation, Workshops; Contra and Laney					1	1	1	1		Optional	Individual	Practice								1	1	1	1		
Check-in with Coordinators, Intervention, Advisors, SW regarding scheduling for subgroups				1	1	1	1	1		Required	Administrative	Practice								1	1	1	1		
Informational Interview or Job Shadow for a student with Professional Guest Speaker 3					1	1	1	1		Required	Individual	Pause								1		1			
Roundtable and 1:1 for Quest Bridge, SRA, GATES, POSSE with Identified Juniors								1		Required	Group, Small	Practice								1		1			
CTE small group discussions for under 13 enrollment					1	1	1	1		Required	Group	Pause									1				
Annual meeting with Siapno and Chan to insure students are organized into cohorts and work together throughout the pathway experience										Required	Administrative	Pause									1				
Spring Break College Tour								1		Required	Group, Small	Pause									1				
Check-in with senior leadership to confirm master schedule iteration										Required	Administrative	Practice									1				
Compile list of main topics/ study guide for students for placement exams										Required	Administrative	Practice									1				
Pull Q3 progress reports										Required	Administrative	Practice									1				
ID Seniors in danger of not graduating					1	1	1	1		Required	Administrative	Practice									1				
Forecast final graduation count of seniors										Required	Administrative	Practice									1				
ID All other students in danger of retention					1	1	1	1		Required	Administrative	Practice									1				
Check-in with Coordinators, Intervention, Advisors, SW, etc. for context/history, etc.										Required	Administrative	Practice									1				
Create recovery plan for each student					1	1	1	1		Required	Individual	Practice									1				
Committ to Master Schedule										Required	Administrative	Practice									1				
Teacher schedules distributed										Required	Administrative	Practice									1				
Community College Study Trip								1		Required	Group, Large	Practice									1				



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



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



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



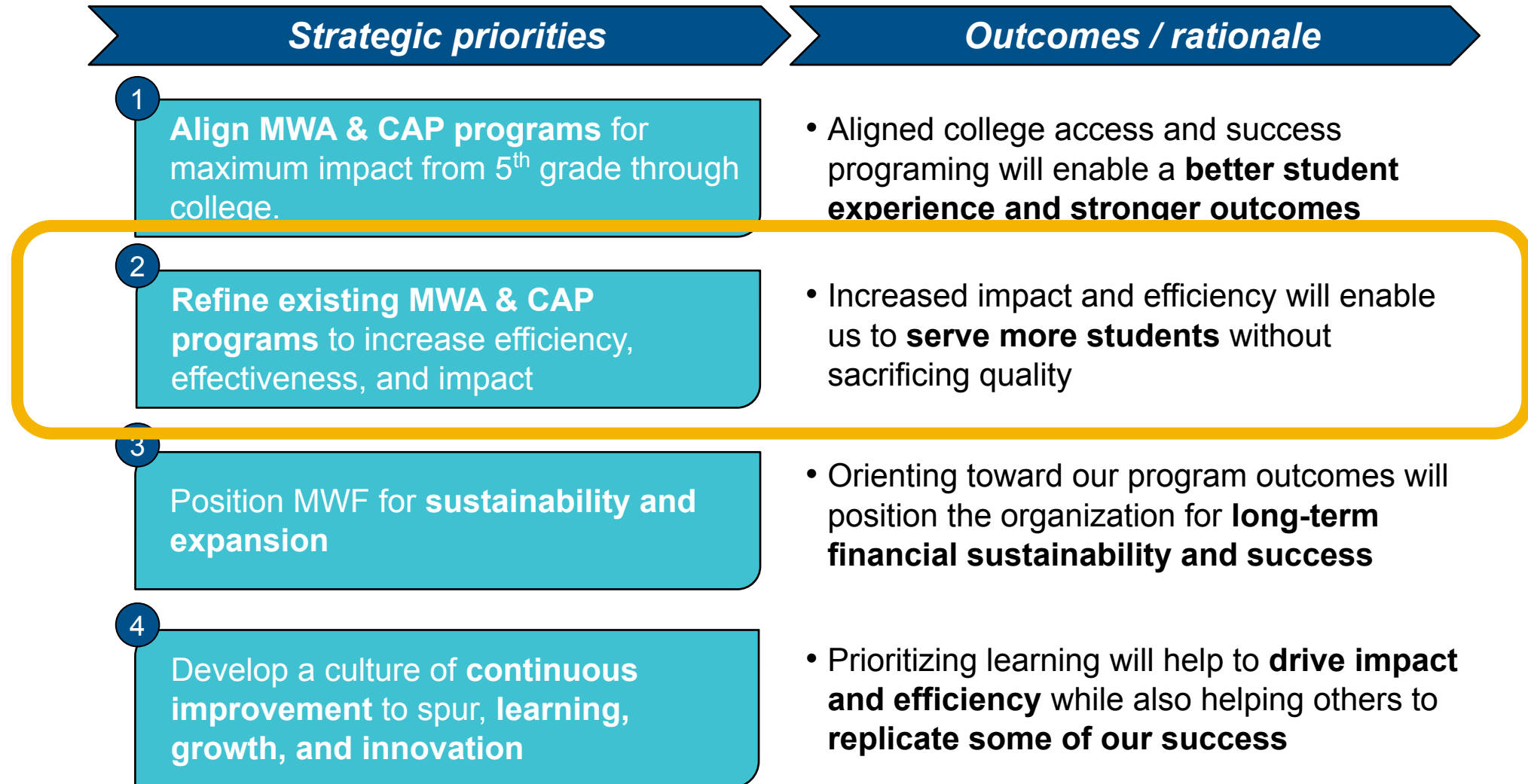
Strategic Plan



**Making Waves
Foundation**



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



Design Challenge

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

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

Innovation Intent

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

Theory of Change

If a Wave-Maker can identify important life milestones as choice points in their own life...

Milestones



...and they are equipped with concepts and thought patterns that can lead them to success...

Curriculum



...then they will have a heightened sense of self-agency and ability to make decisions that are aligned to their core values and life dream.

Positive Life Outcomes

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Anchored in Life Milestones

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

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

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

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

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

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

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Schooling Phase Milestones



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Mid-Life Milestones

Get steady job post high school

Realizing you need a side hustle

Have more romances

Fail at something big

Succeed at something big

Learn well from my failures and successes

Live on my own away from home

Rent my own place

Buy dream car

Job loss

Pandemic-related job loss

Change jobs

Change career

Have really serious romance

Get married

Buy my first house, condo, or piece of property

Manage others at work

Have my first child

Have another child or children

Receive big promotion

Hit rock bottom

Lose a lot of money

Get divorced

Have serious health scare

Last child goes to college

First parent dies

Achieve financial security

Second parent dies

Help others succeed without me

Retire

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

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Sunset of Life Milestones

First grandchild

Spend time with family

Spend time with friends

Pursue hobbies and travel

Friends die

Spouse dies

Have deadly illness or accident

Fight to live

Pass away

Schooling | Ages 11-24

Mid-Life | Ages 25-64

Sunset of Life | Ages 65-80

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Learn. Graduate. Give Back.

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

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



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Upper School Enrollment by Course for AY 2020-21

Making Waves Academy

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