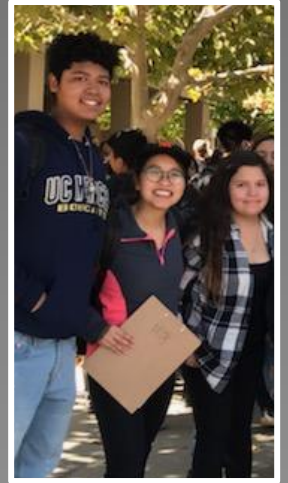


Advisory Handbook

2nd Edition



CAREER- AND COLLEGE-
READINESS



ACADEMIC DEVELOPMENT



SOCIAL-EMOTIONAL
LEARNING

East Palo Alto Academy's Advisory Handbook: A Guide to School-Wide Vertical and Horizontal Alignment

East Palo Alto Academy
1050 Myrtle Street
East Palo Alto, CA 94303

The 2nd edition reflects the vertical and horizontal alignment work completed between August 2017 and June 2019.

East Palo Alto Academy's Lead Advisory Team:

Margaret Trevithick Ateş, *Upper House Advisory Liaison (2018-present)*

Amika Guillaume, *Principal*

Christy Halstead, *Upper House Advisory Liaison*

Jeanette Lok, *Advisory Lead*

Allison Mok, *Lower House Advisory Liaison*

Glenda Ortez-Galán, *Head Counselor*

Soo Shin, *Lower House Advisory Liaison*

Philip Wong, *Upper House Advisory Liaison (2017-2018)*

Special thanks to:

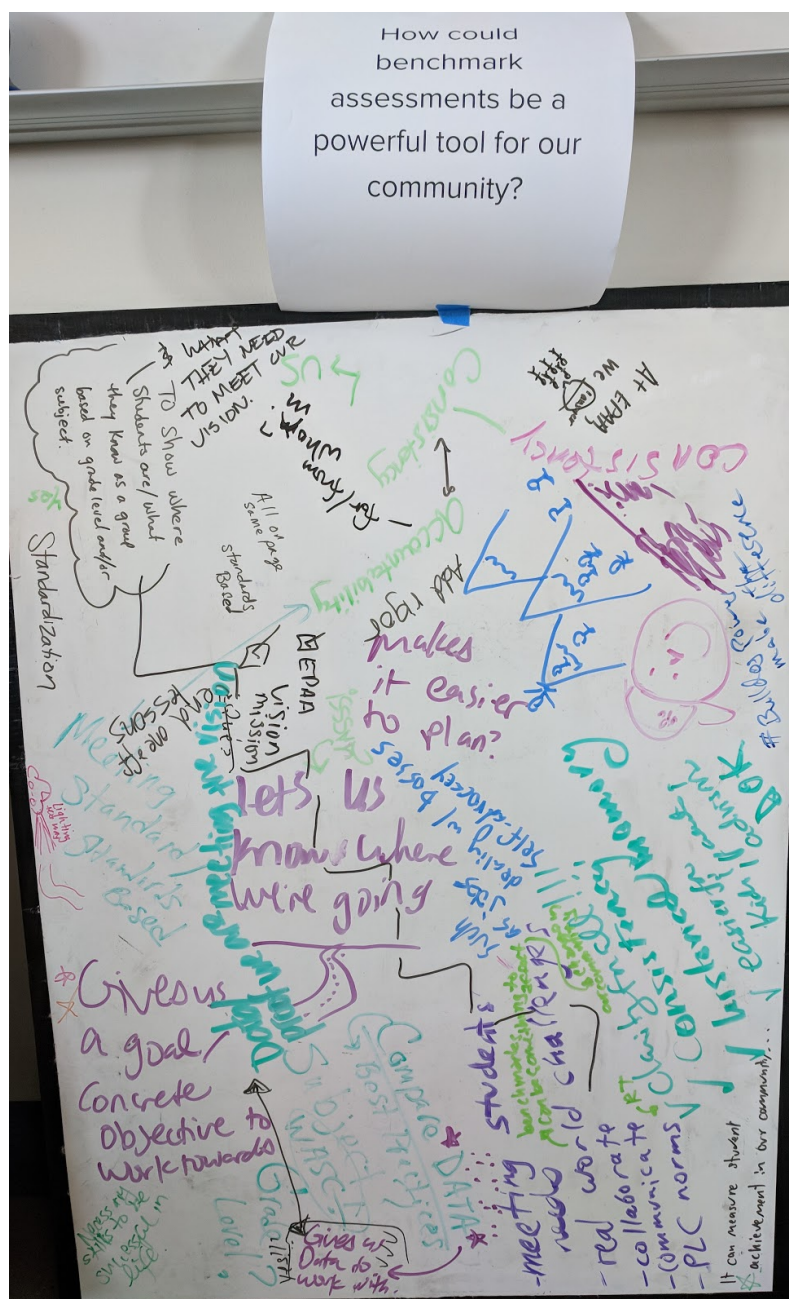
EPAA Advisors, for their heart, brain energy, and time invested in designing and implementing quality lessons and projects in collaboration with other team members

Intrepid Philanthropy Foundation's LIGHT Awards, for the generous grant to fund vertical alignment of Advisory, which enabled us to receive professional development and purchase SEL curricula

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Updates Between 1st and 2nd Editions



In August 2017, we began vertically and horizontally aligning Advisory based on the backwards design principles described by Grant Wiggins and Jay McTighe. In 2017-2018, we developed Advisory standards by adapting a large number of American School Counselor Association (ASCA) Standards for Students. In 2018-2019, we used feedback protocols to create benchmark assessments in our Advisory Houses. This school-wide effort could not have been possible without the hard work of all EPAA Advisors, who devoted energy to this effort because they believed that an aligned curriculum would result in greater consistency, more avenues for data collection, and increased ease in achieving the EPAA Advisory Vision.

One recent focus has been to horizontally align our Advisory classes. Although the style of implementation might look different depending on the Advisor, all students in the same grade level now receive similar Advisory lessons that hit on the same objectives at roughly the same time of the year. This edition of the handbook reflects some components of horizontal

alignment through the house-wide grading structures and grade-level benchmark assessments.

Another focus has been on vertically aligning four years of Advisory curriculum so that a student's skills and knowledge acquired through the Advisory class can seamlessly flow from one grade level to the next. In this way, students leave EPAA's Advisory program equipped with academic, career and college, and social-emotional skills ready for life after high school. Our new standards and objectives, also published in this edition, is a reflection of this work.

Vision

EAST PALO ALTO ACADEMY (EPAA) VISION:

All students will graduate college-ready, empowered with the knowledge, skills and passion to positively impact their own lives, their community, and the global society.

EPAA ADVISORY VISION:

In order to fulfill the EPAA vision, students will engage in a community that nurtures the whole child through **academic development, career- and college-readiness,** and **social-emotional learning.**

Preface

Advisors at East Palo Alto Academy work to develop deep, meaningful relationships with their advisees and empower students to excel in personal and social responsibility. Our Advisory program is the heart of our school; we believe that every student should have at least one adult on campus who will play the role of advocate and confidant. Every student should have a place on campus that feels like home, complete with trusted family members.

This guide, prepared by the Lead Advisory Team, will begin to provide tools and frameworks to ensure a program that strives to meet the EPAA Advisory Vision through horizontal and vertical alignment. It includes an overview of our Advisory program and helpful resources for staff members who seek to gain a better understanding of their role in the program. This handbook is a work in progress and should be updated and evaluated yearly by the Advisory Team.

What is Advisory?

Advisory is a school-wide program in which students learn and develop skills in three areas: academic development, career- and college-readiness, and social-emotional learning. Each Advisor is assigned a group of 15-20 students and together, the Advisor and Advisees work to set and meet S.M.A.R.T. goals in a variety of areas. Advisors are in constant communication with parents, counselors, teachers and administrators to advocate for their students' goals and needs. Advisors also design lessons and projects that support growth in those three areas.

Advisories meet for 80 minutes, 3 times per week, and students receive five credits per semester for successful completion of the course; students who spend four years at EPAA must successfully complete 20 credits of Advisory in order to graduate. Advisory classes are structured according to grade-level standards and objectives, and each class adopts their own routines to ensure optimal community building, time-management, and student buy-in. This course thrives in the midst of a delicate balance of structure, fun, accountability, and deep trust.

Two-Year Loop

Advisors work with students either in the “Lower House” or the “Upper House,” depending on personal strengths and preferences. Students remain in an Advisory cohort for the 9th and 10th grades. Then, a small team consisting of the Advisory Lead, School Counselor, and Manager of Social Services, with input from Sophomore Advisors and Sophomore Teachers, reorganizes the cohorts to create heterogeneous new groupings as students move from the “Lower House” to the “Upper House.” Advisors typically remain in the same House to develop expertise in the appropriate areas of emphasis.

| | Academic Development | Career- and College-Readiness | Social-Emotional Learning |
|-------------------------------|---|--|---|
| Lower House Grades 9 & 10 | Study skills and organization | Information gathering | Self-discovery and exploration |
| Upper House Grades 11 & 12 | Study skills for life after high school | Applying knowledge for decision making | Self-advocacy, leadership, and social justice through social responsibility |

Role of the Advisor

- ❖ Provide academic support
 - Monitor grades, attendance, and community service hours to ensure college-readiness and high school graduation
 - Initiate referrals to School Counselor or CARE Team as appropriate, and attend IEP / 504 meetings when possible
- ❖ Teach
 - Design lessons and benchmark assessments to ensure that students gain knowledge and skills in the areas of academic development, career- and college-readiness, and social-emotional learning
 - Provide feedback on student work to support mastery of Advisory standards
- ❖ Engage families
 - Organize, participate in, and prepare students for Student-Led Conferences
 - Share social and academic concerns and praises
 - Initiate referrals to mental health team as appropriate
 - Encourage students and families to invest time in academic preparation programs, internships, and/or community service opportunities
- ❖ Listen and guide
 - Learn about advisees' experiences, aspirations, and concerns
 - Identify student needs and guide them through decision-making processes
 - Monitor S.M.A.R.T. goals with students
- ❖ Advocate
 - Support communication between advisees and staff, problem-solve with/on behalf of students when issues arise
 - Connect with administrators on discipline and/or behavior contracts as needed
- ❖ Build community
 - Foster a warm, inclusive environment for all students
 - Lead students in community building activities on a regular basis
- ❖ Collaborate
 - Attend weekly grade-level Advisory common prep periods to collaborate with team members on vertical and horizontal alignment of Advisory
 - Plan lessons and benchmark assessments with Advisory team

Organizational Supports of Advisory Program

ADVISORY LEAD

The role of the Advisory Lead is to **create and ensure** systemic structures to which the Advisory program is held accountable, particularly as it relates to vertical and horizontal alignment. These structures are designed to maintain fidelity to East Palo Alto Academy's charter, vision, and the Advisory vision. This staff member has one release period to devote to this work.

Responsibilities:

- ☐ Create and synthesize long-term goals for the Advisory program
- ☐ Lead and/or organize staff meetings throughout the year to ensure vertical and horizontal alignment of the Advisory program
- ☐ Attend weekly grade-level Advisory common prep periods to support in design of lessons and benchmark assessments
- ☐ Meet with Advisory Liaisons for bi-monthly meetings and bi-annually for release days in order to vertically align and represent their needs and concerns to Administrators
- ☐ Support Advisory Liaisons in creating agendas for common prep periods, as needed
- ☐ Collaborate with community partners and provide pedagogical feedback to Advisory materials
- ☐ Schedule circuits led by community partners to ensure that Advisory standards and objectives are met
- ☐ Coordinate the Search Institute surveys that collect school-wide student data on students' developmental assets
- ☐ Facilitate the regrouping of Advisories during the transition between Lower House and Upper House
- ☐ Maintain an Advisory library of resources for academic development, career- and college-readiness, and social-emotional learning, which take the form of both physical books and games, as well as electronic Shared Drive
- ☐ Ensure institutional memory of Advisory structures, benchmark assessments, and plans
- ☐ Maintain the Advisory budget
- ☐ Organize Advisory credit recovery options
- ☐ Collaborate with AVID Site Coordinator to infuse AVID strategies into Advisory program

ADMINISTRATORS

The role of administrators is to **oversee and evaluate** systemic structures to which the Advisory program is held accountable. These structures are designed to maintain fidelity to East Palo Alto's charter, vision, as well as the Advisory vision.

Responsibilities:

- ☐ Attend bi-monthly Lead Advisor meetings and bi-annual release days
- ☐ Attend weekly Advisory planning meetings (for assigned grade level)
- ☐ Collaborate regularly with the Advisory Lead to make decisions about the program
- ☐ Approve program purchases
- ☐ Provide feedback and support for Advisors
- ☐ Promote the program to donors and stakeholders
- ☐ Provide time for Advisory Teams to collaborate and prepare
- ☐ Provide time and resources for professional development for social-emotional skill building, college-readiness, and academic development
- ☐ Create and rearrange Advisory Teams as necessary
- ☐ Ensure that prospective teachers have or can quickly develop the qualities necessary to be a strong Advisor
- ☐ Maintain positive relationships with community partners who serve the program
- ☐ Periodically attend SLCs if requested by a student's Advisor

ADVISORY LIAISONS

The role of Advisory Liaison is to ensure **cohesive structures for their respective grade-level Advisory Team, that supports vertical alignment** of the Advisory program as a whole. These structures are designed to maintain fidelity to East Palo Alto Academy's charter, vision, as well as the Advisory vision. This team consists of one Advisor from each grade-level who receives hourly compensation for attending Advisory meetings outside of their regular work hours.

Responsibilities:

- ☐ Attend bi-monthly Lead Advisor meetings and bi-annual release days
- ☐ Set the agenda and facilitate weekly grade-level Advisory Team meetings during common prep periods
- ☐ Engage the team to create lessons in accordance with the Advisory scope and sequence
- ☐ Delegate tasks to other grade-level Advisory Team Members to ensure that horizontally aligned lessons and benchmarks are planned and implemented successfully
- ☐ Disseminate pertinent information to Advisors
- ☐ Maintain communication with Advisory Team about needs and concerns
- ☐ Keep an online record of notes and materials from team meetings
- ☐ Survey Advisory Team for wants / needs to present in Lead Advisor meetings
- ☐ Attend and help lead professional development events for staff

Scope of Advisory Standards

Through two Lead Advisory Team release days and five all-staff meetings, EPAA staff created a set of Advisory standards and objectives to vertically align the program in a way that builds students' personal and social responsibility each year. The standards originated from the American School Counselor Association (ASCA) Standards for Students and ASCA Mindsets & Behaviors for Student Success. The ASCA Standards for Students are conveniently broken up into three categories, very similar to our three pillars of Advisory: Academic Development (34 indicators), Career Development (43 indicators), and Personal/Social Development (43 indicators). The ASCA Mindsets & Behaviors are broken up into 6 mindset standards 29 behavior standards between the areas of learning strategies, self-management skills, and social skills.

EPAA staff spent one quarter narrowing down ASCA's 155 indicators and standards, into EPAA's 8 Academic Development anchor standards, 8 Career- and College-Readiness anchor standards, and 8 Social-Emotional Learning anchor standards. The standards that we borrowed and synthesized from ASCA were ones that we felt could be effectively taught in a high school Advisory classroom. We also added additional college-readiness standards that were absent in the ASCA standards. Staff then spent another quarter identifying Student Learner Outcomes (SLOs) for each of these anchor standards, that is, what we expected students to graduate from EPAA being able to demonstrate with respect to each of our 24 Advisory standards.

The subsequent semester was spent backwards mapping each SLO to each of the four grade levels to ensure that our Advisory program was vertically aligned. This enables students who master all objectives to be adequately prepared for life after high school. The following pages detail the anchor standards, found on the left side of the chart, along with more detailed objectives at each respective grade level.

Where available, resources to help Advisors plan lessons to tackle each objective have been listed underneath. The resources available include push-in support from the Counseling Department, push-in circuits by community partners, or materials made possible by Intrepid Philanthropy Foundation's LIGHT Awards Grant. Abbreviations for the resources listed in our scope and sequence of Advisory standards can be found here:

| Abbreviation | Meaning |
|--------------|--|
| LQ # | Lions Quest Skills for Action: High School Skills Bank and Curriculum Manual # references the skill number in this book |
| SC #.# | School-Connect: Optimizing the High School Experience #.# references Module # . Lesson # |

The Advisory Team is charged with consistent evaluation of these standards and objectives and should document any improvements to ensure the program's institutional memory.

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|---|--|---|--|---|---|--|---|---|---|
| STANDARD A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. | | | | | | | | | |
| A:A2 - Acquire Skills for Improving Learning | | | | | | | | | |
| A1: Use communication skills to know when and how to ask for help when needed | Demonstrate advocacy skills and ability to respectfully and effectively assert self, when necessary | -politely and professionally emailing staff -using school tools (Canvas, office hours, CCC, etc.) -practicing self advocacy by attending office hours and following up on missed work, absence, or low grades -setting up SLCs via calendar, incl courtesy emails for attending the meeting or missing the meeting | Communicate with staff about missing work, absence, and low grades, and will prepare to communicate needs to future advisors | -checking and responding to email in a timely manner -writing a letter to their future advisor to self-advocate for their needs | Practice strategies for self advocacy | -offering a solution instead of asking for a favor | Practice strategies for self-advocacy via email | -organizing inbox with labels and filters so inbox is streamlined and used regularly | - Know how to get help in academic tutoring centers, office hours, career centers, support services, etc. - Communicate professionally in order to request support (verbally and in writing) - housing, missing work, absence |
| Resources | SC 1.2, SC 1.8, SC 1.14 | | LQ 12 | | | | | | |
| A:A3 - Achieve School Success | | | | | | | | | |
| A2: Demonstrate dependability, productivity and initiative | Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace | -completing independent work during study hall -keeping partners accountable | Identify their contributions in the workplace | -completing self-surveys or inventories to reflect on work styles -keeping partners accountable | Practice independence | -identifying / designating / justifying ideal study space -initiating and forming study groups | Prepare for independence after high school | -refining study group techniques (difference between what you "need" and what you "like") | - Able to meet deadlines ____% of the time - Identify ideal study situation (best practices, location, noise, etc.) - Independent work and group work capabilities - Make and follow-through with appointments |
| Resources | SC 1.4, LQ 14 | | SC 2.19 | | LQ 15 | | | | |
| STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. | | | | | | | | | |
| A:B1 - Improve Learning | | | | | | | | | |
| A3: Apply the study skills necessary for academic success at each level | Apply knowledge of learning styles to positively influence school performance | practicing: -note-taking techniques, including how to process, reflect on, and use them -organization techniques -how to study for tests -time management | Apply knowledge of learning styles to positively influence school performance | practicing: -note-taking techniques, including how to process, reflect on, and use them -organization techniques -how to study for tests -time management -how to create personal rewards for academic achievements | Apply knowledge of academic development skills to positively influence school performance | practicing: -note-taking techniques, including how to process, reflect on, and use them -organization techniques -how to study when there is no hw or test -how to preview and review (look at what you already learned and get an idea of what's about to come) -time management | Apply knowledge of academic development skills to positively influence school performance | practicing: -note-taking techniques, including how to process, reflect on, and use them -organization techniques -how to study for tests -how to study when there is no hw or test -how to preview and review (look at what you already learned and get an idea of what's about to come) -time management | - Know and apply study skills across different subjects independently |
| Resources | SC 1.17, SC 1.18, SC 1.19, SC 1.20, LQ 34, LQ 36, AVID Focused Note-Using | | SC 2.17, SC 2.18, LQ 32, LQ 37, AVID Focused Note-Using | | SC 2.17, SC 2.18, LQ 32, LQ 33, LQ 35, AVID Focused Note-Using | | LQ 33, AVID Focused Note-Using | | |
| A:B2 - Plan to Achieve Goals | | | | | | | | | |
| A4: Establish and execute organizational systems to achieve challenging academic goals in high school | Determine what steps they need to take in order to meet their larger goals | -using a calendar / notifications / alarms to input deadlines and schedule meetings -establishing SMART goals -goal-setting for A-G classes | Determine what steps they need to take in order to meet their larger goals | -identifying consequences of missing a SMART goal -knowing how to reassess and prioritize when they don't meet goals -goal-setting for A-G classes, college classes -identifying A-G eligibility and credit recovery needs | Determine what steps they need to take in order to meet their larger goals | -experimenting with various organizational systems and determining own preferences (what works best for them) - to-do lists, breaking down large to small, planner vs. phone -establishing SMART goals | Determine what steps they need to take in order to meet their larger goals | -refining use of personal organizational system -establishing SMART goals | - Create individual SMART goals - Utilize goal-setting tool to execute action plan to achieve that goal |
| Resources | SC 1.6, LQ 21, SMART Goals, Counseling w/advisor | | SMART Goals; Counseling spring reg in advisory | | SMART Goals; Counseling spring reg | | SC 2.15, SC 2.16, SMART Goals | | |

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|---|--|---|--|--|--|---|---|--|--|
| A5: Use assessment results in educational planning | Understand that tests and transcripts both function as assessment data | -distinguishing between different GPA values/weights (cum. unweighted GPA) -completing grading what-if scenarios with GPA -strategically approaching exams baesed on weights of 5 Habits and point-value (EPAA grading scale) -improving reading level | Understand that EPAA tests, transcripts, and national tests function as assessment data | -distinguishing between GPAs (Cal Grant, A-G, weighted / unweighted cum GPA) -analysing PSAT results to identify areas for improvement -analyzing summative assessments to undersatnd what you need to study more to improve grades -improve reading level | Understand that national tests function as assessment data for college-readiness | -identifying how PSAT, SBAC, and SAT scores dictate college-readiness -completing SAT test prep and analyzing progress | Understand that national tests function as assessment data for college-readiness | -completing SAT test prep and analyzing progress | - Use formative and summative assessment results to inform study plan |
| Resources | SC 2.13; Counseling spring reg sem 2 | | SC 2.13; Counseling w/advisor | | AJ Tutoring | | AJ Tutoring | | |
| A6: Demonstrate the relationship between classroom performance and success in school | Demonstrate the Bulldog Attitude and Mindset both in and outside of school | -understanding academic attitude to mean being focused, engaging in the lesson, participating in class, blocking out distractions (SLANT) -obtaining and reflecting on LOR checklist from teachers | Demonstrate the Bulldog Attitude and Mindset both in and outside of school | -obtaining and reflecting on LOR checklist from peers | Demonstrate the Bulldog Attitude and Mindset both in and outside of school | -knowing what paying attention/engaging in a lesson really means | | | - Actively self-monitor Bulldog attitude during class time and individual work time to self-assess success in school |
| Resources | SC 1.5, SC 1.11 | | | | | | | | |
| STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community. | | | | | | | | | |
| A:C1 - Relate School to Life Experiences | | | | | | | | | |
| A7: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life | Identify a time block to complete community service hours | -creating a schedule with their parents for community service -understanding the importance of extracurricular activities in building skills | Identify a time block to complete community service hours | -understanding the necessity to have more than just school and family in college applications -creating a schedule with their parents for community service and extracurricular activities | Apply time-management skills to identify and balance school, studies, extracurricular activities, leisure time and family life | -prioritizing responsibilities (high stakes vs. low stakes) -creating a schedule for how to use time outside of school. | Apply time-management skills to identify how to balance school, studies, extracurricular activities, leisure time and family life after high school | -prioritizing responsibilities (high stakes vs. low stakes) -creating a schedule for life after high school | - Identify why it is important to participate in extracurricular activities beyond academics, work, and leisure - Maintain a balanced schedule that allows student to excel in all fields |
| Resources | SC 1.17 | | LQ 19 | | | | SC 4.3 | | |
| A8: Understand how school success and academic achievement enhance future career and vocational opportunities | Investigate academic programs | -identifying outside activities/ organizations/ programs/ people, etc -tracking progress on academic preparation programs, community service, work experience, extracurricular activities, and honors / awards | Evaluate and reflect on their progress in academic preparation programs, community service, work experience, extracurricular activities, and honors/awards | -committing to community service program and/or extracurricular activities -tracking progress on academic preparation programs, community service, work experience, extracurricular activities, and honors / awards -understanding correlation between education and salary / career opportunities | Apply decision-making skills to career planning, high school course selection and career transition | -committing to community service program and/or extracurricular activities -attending info sessions for summer plans (internships, jobs, etc.) | Apply decision-making skills to career planning, college course selection and career transition | -identifying organizations on college campus to support in career transition | - Identify the correlation of GPA and extracurricular activities to having more career choices |
| Resources | | | | | | | SC 4.20 | | |

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|---|--|--|--|---|---|--|---|---|--|
| STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | | | | | | | | | |
| C:A1 - Develop Career Awareness | | | | | | | | | |
| CC1: Develop an awareness of personal abilities, skills, interests and motivations | Develop personal skills, interests and abilities and relate them to current career choice | -completing visioning activities (circles, vision board, etc) -engaging in a variety of career-oriented community service opportunities to identify possible potential careers and post-secondary options (EHP, Canopy, YUCA) | Engage in appropriate career and college conversations | -developing or recognizing personal or career-oriented interests -completing a strengths-finder assessment | | | | | - Build on strengths in individual work styles, work values, and interests - Improve on weaknesses in individual work styles, work values, and interests - Create and implement plan to improve targeted work styles, work values, and interests |
| Resources | SC 2.8 (recognizing personal strengths), SC 2.11 (Forging your Identity), SC 2.9 (Building True Happiness) | | SC 2.12 (career self-assessment) | | | | | | |
| C:A2 - Develop Employment Readiness | | | | | | | | | |
| CC2: Apply job readiness skills to seek employment opportunities | Learn how to write a résumé | -creating portfolio of skills -practicing concrete computer skills (typing, Drive organization, Google searching, etc.) (Possible technology circuit for Freshmen?) | Learn how to write a résumé | -exploring résumé verbs -buiding mock résumé -researching components needed to fill out applications (full name) -examining job interview process and skills, what to wear -looking for committed community service programs -12th grade advisories can visit 10th grade advisories and formally "interview them" Involves resume + interviewing skills and 12th grade advisories will let them know if they "got" their job or not. | Learn how to write a résumé | -building on own résumé | Learn how to use career resources and market self | -exploring where to look for jobs; job fairs or not? -developing elevator pitch | - Write a professional résumé and cover letter, and participate in a professional interview |
| Resources | | | | | SC 4.9 | | SC 1.2, SC 4.10, LQ 8 | | |
| CC3: Learn about the rights and responsibilities of employers and employees | | | | | Understand financial rights and responsibilities, and work "benefits" | -finding out what benefits are available (retirement, health, etc.) -learning how to read: sample tax forms (W2, ITINs, SSN, etc.) and pay stub -learning how to communicate with boss or anyone on work force | Undersatnd labor laws | -researching CA labor laws (http://labor.ca.gov/laborlawreg.htm) -describing HR department (function and where to find them) | - Identify and access the rights of an employee, including health insurance, retirement plans, vacation days, and termination - Identify and follow-through on responsibilities of employees, including professionalism and filing taxes |
| Resources | | | | | SC 4.13 | | SC 4.11 | | |
| STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction. | | | | | | | | | |
| C:B1 - Acquire Career Information | | | | | | | | | |
| CC4: Know the various ways in which occupations can be classified | Identify career clusters | -describing the types of professions within several career clusters -establishing lifestyle goals and developing awareness of what salary is required to maintain that lifestyle -> what careers enable them to reach that salary -> what education necessary for that career | Identify career clusters of interest to them | -describing the types of professions within their career clusters of interest -Knowing online resources for different career breakdowns | Differentiate career pathways within career clusters | -describing career trajectory for different careers and identifying how to achieve upward mobility | | | - Identify career clusters and categorize them into fields they are interested in, maybe interested in, and not interested in - Identify careers within career pathways |
| Resources | | SC 1.13 | | | | | | | |
| C:B2 - Identify Career Goals | | | | | | | | | |

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|--|--|---|---|--|--|---|---|--|--|
| CC5: Demonstrate awareness of the education and training needed to achieve career goals | Use research and informational resources to obtain career information about salary, degree type and job skills / tasks | -completing a career project that identifies 3 careers | Use research and informational resources to obtain career information for careers that match their own skills, interests, and quality of life | -computing CSU eligibility index (A-G GPA, SAT / ACT) and CSU EI for STEM -understanding competitive schools require high GPAs and a lot of extracurricular activities -completing a career project that identifies 3 careers of personal interest | Use research and information to identify the necessary majors associated with career goals | -comparing pros and cons of each program (4-year, community college, JobTrain, YearUp) as it relates to fields of study, length of program, cost of program, resulting careers, respective benefits in careers -researching certificate, bachelor's and apprenticeship programs in community college | | | - Distinguish between the associated benefits of and the time and money investment necessary for vocational school, community college, four-year college, apprenticeships, military, and other forms of education |
| Resources | SC 2.12 (career exploration project); Counseling w/advisor/ Naviance/CA Career Zone | | SC 2.13; Counseling w/advisor | | | | | | |
| CC6: Assess and modify their educational plan to support career | | | | | Assess their A-G eligibility and CSU eligibility index and modify educational plan to support career | -verifying that desired programs exist at colleges/universities of interest -evaluating whether they are on track for four-year colleges and create a plan of action for college-readiness (summer school, credit recovery, etc.) | Assess their readiness for college-level coursework and modify their educational plan to support career | -understanding GE requirements for AA/AS, CSU GE, IGETC, ADT, TAG | - Create graduation plans (including course of study and financial plan) at various institutions |
| Resources | | | | | SC 4.4 | | Counseling | | |
| CC7: Maintain a career-planning portfolio | Create a career-planning portfolio | -completing the beginnings of a résumé, interests, strengths, values, community service tracker, etc. | Maintain and refine a career-planning portfolio | -revising résumé, interests, strengths, values, community service tracker, etc. | Develop a five-year plan to include high school and college options that lead to intended careers | -creating a life road map and evaluating their progress towards those goals | Continue progress on one of their paths | -graduating from high school -revising life road map towards their career goals | - Maintain an electronic portfolio detailing career goals, education goals, and steps necessary to attain those goals |
| Resources | | | | | SC 4.1, SC 4.3 | | SC 4.2 | | |
| STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work. | | | | | | | | | |
| C:C1 - Acquire Knowledge to Achieve Career Goals | | | | | | | | | |
| CC8: Apply knowledge of personal information (i.e., telephone number, home address, emergency contact) | Apply knowledge of demographic information (full legal name and home address) | -mailing a postcard to their parents to invite them to their SLC -completing an electronic form with demographic information | Track information necessary for adulthood | -knowing their own citizenship status -keeping a system to recall important usernames and passwords, such as for financial aid, email addresses, College Board, bank accounts, etc. | Track information necessary for adulthood | -knowing their citizenship status, parents' citizenship status, and how taxes should be filed for financial aid | Track information necessary for adulthood | -completing a financial aid and college application -memorizing their social security number / ITIN | - Recall full, legal name, social security number, and if applicable, individual tax payer's identification number - Keep a system to recall important usernames and passwords - Properly complete professional forms necessary for college and job applications |
| Resources | | | | | | | Counseling, Senior Seminar | | |

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|--|---|---|---|--|---|--|---|--|---|
| STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | | | | | | | | | |
| PS:A1 - Acquire Self-knowledge | | | | | | | | | |
| SEL1 Develop positive attitudes toward self as a unique and worthy person | Identify and articulate values, attitudes and beliefs | -building self-confidence and taking new risks to succeed -talking about selves in positive way | Identify and articulate values, attitudes and beliefs | -completing a passion/ interest project -healthily exploring beyond their comfort zone -talking about selves in positive way | Identify and articulate values, attitudes and beliefs | -developing system of self rewards for personal growth / coping -talking about selves in positive way | Identify and articulate values, attitudes and beliefs | -talking about selves in positive way | - Identify and capitalize on personal strengths and values |
| Resources | SC 1.3, SC 1.7 | | SC 2.8, SC 3.5, SC 3.6, SC 3.20, Healthy, Empowered Relationships | | SC 2.9, SC 2.11, SC 2.14, SC 2.15, SC 2.16 | | SC 4.2, SC 4.3, SC module 4 culminating project | | |
| SEL2 Understand the need for self-control and how to practice it | Identify and express feelings, and distinguish between appropriate and inappropriate behavior | -practicing digital citizenship -setting boundaries, physical contact -practicing strategies to refocus when both you and peer are distracted | Identify and express feelings, and distinguish between appropriate and inappropriate behavior | -developing healthy habits regarding substance use -differentiating between + / - peer pressure | Identify and express feelings, and distinguish between appropriate and inappropriate behavior | -identifying and reflecting on current spending and saving habits | Identify and express feelings, and distinguish between appropriate and inappropriate behavior | -identifying and reflecting on current spending and saving habits | - Resist negative peer pressure in classroom behaviors, substance use, unhealthy relationships, etc. |
| Resources | SC 1.4, SC 1.9, SC 3.16, LQ 16, LQ 31 | | SC 2.10, SC 3.12, LQ 17, LQ 20, Neuroscience of Addiction | | | | | | |
| PS:A2 - Acquire Interpersonal Skills | | | | | | | | | |
| SEL3 Recognize and respect that everyone has rights and responsibilities | Use effective communication skills | -reading other people and responding to social cues -contributing positively in a circle -learning about interactions with police -managing family expectations while in school -reflecting on sexual behavior, respect for body, physical boundaries | Use effective communication skills | -managing family expectations while in school -reflecting on sexual behavior, respect for body, physical boundaries -reflecting on attendance and tardies (need to identify the issue if it's an outside force; problem solve outside force) | Use effective communication skills | -establishing and respecting boundaries (emotional, physical, etc.) -distinguishing between assimilation (fitting in, losing old culture) vs. acculturation (better than assimilation because maintains cultural integrity) -managing family expectations while in school -maintaining relationships with people who can serve as advocates | Use effective communication skills | -reflecting on sexual behavior, respect for body, physical boundaries -maintaining relationships with people who can serve as advocates | - Identify and reinforce rights and responsibilities in family, romantic, friend, and teacher-student relationships |
| Resources | SC 1.7, SC 1.10, SC 1.12, SC 1.14, FLY | | Healthy, Empowered Relationships | | SC 1.7, LQ 3, LQ 6, LQ 12 | | SC 1.7, SC 3.19, Health Connected Refresher | | |
| STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals. | | | | | | | | | |
| PS:B1 - Self-knowledge Application | | | | | | | | | |
| SEL4 Develop effective and healthy coping skills for dealing with problems | Understand consequences of decisions and choices; identify alternate solutions to a problem | -applying effective and healthy conflict resolution skills with peers or authority -practicing coping skills when feeling stressed, sad, or nervous | Manage transitions and adapt to changing situations and responsibilities | -practicing problem solving skills | Manage stress | -developing awareness of somatic symptoms of stress -building resilience and moving beyond events | Manage stress | -practicing stress management -identifying coping skills necessary for life after high school | - Practice effective and healthy coping skills related to conflict with peers, conflict with authority, stress, unexpected life events, etc. |
| Resources | SC 2.1, SC 2.2, SC 3.13 | | SC 2.3, SC 2.4, SC 2.5, SC 3.8, SC 3.18 | | SC 2.6, SC 2.7, SC 3.15, LQ 11, LQ 18 | | SC 2.16, SC 4.6, SC 4.7, SC 4.14, SC 4.15, SC 4.19, SC Module 4 culminating project, LQ 7 | | |
| SEL5 Demonstrate respect, appreciation, and empathy for individual and cultural differences | Demonstrate a respect and appreciation for individual and cultural differences as an advisory | -introducing oneself to strangers and exchanging personal information in a professional manner, should they want to keep in touch -conveying a sense of belonging in the school environment -being aware of current events | Demonstrate an awareness of stereotypes vs. individuality | -thoughtfully engaging with others as individuals who you are getting to know -listening attentively to learn more about those who are unfamiliar to you -being aware of current events | Build community as a group of diverse people as a new advisory | -learning how to interact respectfully with those with whom you may have opposing views or values -donning different lenses when participating in current events discussions | Recognize, accept, respect and appreciate ethnic and cultural diversity | -preparing to make new friends after high school | - Communicate effectively and respectfully with people who are individually and/or culturally different - Understand how current events affects thoughts, emotions, and behaviors of people who are individually and/or culturally different |
| Resources | SC 1.2, SC 1.10, LQ 1, LQ 28, LQ 29, LQ 30 | | SC 1.10, SC 3.1, SC 3.2, SC 3.3, SC 3.4, SC 3.7, SC 3.17, LQ 2, LQ 4, LQ 5 | | SC 3.9, SC 3.10, SC 3.11, SC 4.12, SC 4.16, LQ 3 | | LQ 9 | | |
| STANDARD C: Students will understand safety and survival skills | | | | | | | | | |
| PS:C1 - Acquire Personal Safety Skills | | | | | | | | | |

| In order to... | 9th graders will... | by... | 10th graders will... | by... | 11th graders will... | by... | 12th graders will... | by... | SLOs |
|--|--|--|--|---|---|---|---|--|---|
| SEL6 Identify resource people in the school and community, and know how to seek their help | Identify who to seek support from when faced with depression, anxiety, substance use, reproductive health concerns, etc. | -recognizing when they have outstanding needs: physical, mental, immigration -knowing roles and titles for resource staff -describing the resources offered by the health van (reproductive / sexual health) -embodying the humility and confidence to ask for help when needed | Identify who to seek support from when faced with depression, anxiety, substance use, reproductive health concerns, etc. | -recognizing when they have outstanding needs: physical, mental, immigration | | | Identify who to seek support from when faced with depression, anxiety, substance use, reproductive health concerns, etc. | -recognizing when they have outstanding needs: health (reproductive, physical, mental), immigration, housing and food -knowing roles and titles for resource staff who are available at most post-secondary schools -embodying the humility and confidence to ask for help when needed | - Know how to access mental and sexual health services - Know how to access resources for immigration law, housing, and food concerns, if needed |
| Resources | Break Free from Depression, Health Van Tour | | Healthy, Empowered Relationships, Neuroscience of Addiction | | | | Health Connected Refresher | | |
| CATEGORY 2: Mindset & Behavior Standards | | | | | | | | | |
| Self-Management Skills | | | | | | | | | |
| SEL7 Demonstrate ability to delay gratification for long-term rewards | Learn about delaying gratification in regards to academics | -participating in a delayed gratification reward system built into SMART goals | Learn about delaying gratification in regards to academics and substance use | -participating in a delayed gratification reward system built into SMART goals -understanding the brain on drugs | Learn about delaying gratification in regards to academics and finances | -participating in a delayed gratification reward system built into SMART goals -understanding how to budget and manage money | Learn how to handle sex, substance use and abuse in college/without parent supervision; evaluate the possible outcomes of peer pressure | -participating in a delayed gratification reward system built into SMART goals -identifying potential outcomes of positive and negative peer pressure in life after high school | - Understand the benefits of pursuing delayed gratification over instant gratification as it relates to use of time and money - Self-monitor choices for delayed gratification to meet long-term goals |
| Resources | LQ 21, LQ 22, LQ 27 | | Neuroscience of Addiction | | SC 4.1, SC 4.17, Future Profits / NGPF | | SC 4.18, LQ 20, LQ 23, LQ 24, LQ 25, LQ 26 | | |
| SEL8 Demonstrate self-confidence in ability to overcome barriers to learning | Identify attitudes and behaviors that lead to successful learning; Identify when peer pressure is influencing a decision | -developing grit | Investigate the positive and negative impacts of peer pressure | -understanding and overcoming learning barriers around academic achievement | Identify attitudes and behaviors that lead to successful learning | -acknowledging past achievements (barrier inventory) | Identify attitudes and behaviors that lead to successful learning | -acknowledging past achievements (barrier inventory) | - Demonstrate a growth mindset in the face of new challenges - Apply grit to overcome challenges |
| Resources | SC 1.15, SC 1.16 | | SC 2.20 | | | | SC 4.20, LQ 13 | | |

Sample Sequence of Advisory Objectives / Curriculum Map

Excluding pep rally days, there are about 101 Advisory days in a school year, with roughly 48 in the Fall Semester and 53 in the Spring Semester. The following documents provide a sample of how all 24 Advisory standards can be sequenced into the 101 days of Advisory. The way the standards and objectives are created can be summarized in the following essential questions, which are still a work in progress:

LOWER HOUSE

| | Sem | Academic Development | Career-Readiness | College-Readiness | Social-Emotional Learning |
|----|--------|--|--|--|--------------------------------|
| 9 | Fall | How should high school students study and use their time? | What are my passions, values, and interests? | What do I know about college and why is everyone telling me to go to college? | Who am I? |
| | Spring | How can I keep myself and a partner accountable to completing necessary tasks? | What quality of life do I want to have for my family and me in 5-10 years? | What can I do this semester and summer to best prepare for the colleges I hope to attend? | |
| 10 | Fall | How does my academic performance affect my options after high school? | What are some career fields that match my passions, values, and interests? | What skills or habits do I need to continue or improve on to ensure I meet my college-going goals? | How can I impact my community? |
| | Spring | How can I optimize my time outside of school to ensure academic success? | What are some specific careers that coincide with my interests and desire for quality of life? | How does my transcript (GPA and course load) align with the admissions requirements for a 4-year university? | |

UPPER HOUSE

| | Sem | Academic Development | Career-Readiness | College-Readiness | Social-Emotional Learning |
|----|--------|---|--|---|---------------------------|
| 11 | Fall | How can I utilize study groups to help achieve my academic goals? | What are some specific careers that coincide with my interests and desire for quality of life? | How does my transcript (GPA and course load) align with the admissions requirements for a 4-year university? | What do I hope to become? |
| | Spring | How can I refine my participation in study groups to ensure that I achieve my academic goals? | How do my career aspirations match the skills and habits I've developed and the transcript I've created? Do I need to reevaluate, and if so, in what ways? | Have I met the minimum CSU eligibility requirements? What are my plans around college applications for next year? | |
| 12 | Fall | How can I manage my time and balance the competing demands of senior year? | What major or programs of study will I pursue? | How comfortable am I with my post-secondary plan? Do I need to reevaluate, and if so, why? | What do I have to offer? |
| | Spring | How can I practice studying like a college student? | What resources are available after high school to help me pursue my career goal? | What are my next steps to ensure that I have a successful start to my post-secondary plan? | |

The following keys will help identify relevant information displayed in color-coded boxes in the sample sequence of objectives:

| Lower House (9th & 10th Grade) | Upper House (11th & 12th Grade) |
|--------------------------------|--------------------------------------|
| Objective(s) | Objective(s) - All Students |
| | Objective(s) - 2-year Bound Students |
| | Objective(s) - 4-year Bound Students |
| Advisory Standard(s) | Advisory Standard(s) |
| Resource(s) | Resource(s) |

Abbreviations are also found in the Resources section of each grade level. The following table defines abbreviations listed in the next few pages:

| Abbreviation | Meaning |
|--------------|--|
| ASD #.# | Advisory Shared Drive #.# references Folder # . Sub-Folder # |
| CIS | College Information Specialist |
| ECD | Early College Director |
| LQ # | Lions Quest Skills for Action: High School Skills Bank and Curriculum Manual # references the skill number in this book |
| SC #.# | School-Connect: Optimizing the High School Experience #.# references Module # . Lesson # |
| SMHT | School Mental Health Team |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|---|---|--|
| Semester 1 (48 days) | 1 | Summer Break | | 1. Community Building / Circle 2. Organization techniques (planner) |
| | | | | SEL1, SEL5, A3 |
| | | | | ASD 5.4, ASD 5.2 |
| | 2 | 1. Intro to focused note-taking 2. Apply learnings to "lecture" on the purpose of Canvas and emails 3. Log in to Canvas & email + add accounts to phone 4. Difference between middle school + high school: failing matters | 1. Rules Reminder w/ Admin 2. Intro to focused note-taking from readings w/ Student Handbook docs | 1. Search Survey - REACH 2. Organization techniques (binder) 3. SLANT |
| | | A3, A1 | A3 | A4, A6 |
| | | ASD 5.7 | ASD 6 | Search Institute, ASD 5.7, SC 1.5 |
| | 3 | 1. Intro to CNN 10 2. Building Rapport with Staff 3. Focused note-taking: email etiquette lecture 4. Apply learning to Fall Benchmark 1B (Community Resources), Day 1 - Email | Intro to community service, academic programs, work experience, etc. + Tracker | 1. Intro to Study Hall (slides) 2. How to understand Canvas weights 3. How to make SMART goal 4. Fall Benchmark 1A (Study Plan), Day 1 |
| | | SEL5, A1, A3, SEL6 | A7, A8, CC7 | A1, A2, A3, A4, A5, A7, A8 |
| | | ASD 5.5, SC 1.8, ASD 2.9 | ASD 5.1, Counseling | ASD 5.2, ASD 2.9 |
| | 4 | 1. Community Building / Circle 2. Fall Benchmark 1B (Community Resources), Day 2 - Brainstorm questions | Community service, academic programs, work experience, etc. | 1. Study Hall 2. Fall Benchmark 1B (Community Resources), Day 3 - Interview (during period or on own time) |
| | | SEL1, SEL5, SEL6 | A7, A8, CC7 | A1, A2, A3, A4, A7, A8, SEL6 |
| | | ASD 5.4, ASD 2.9 | ASD 5.1 | ASD 5.2, ASD 2.9 |
| | 5 | Break Free from Depression 1 w/ note-taking | 1. Counseling circuit 1: Graduation requirements w/ note-taking 2. Process notes 3. Intro Critical Reading Strategies | Fall Benchmark 1B (Community Resources), Day 4 - Make Poster |
| | | SEL6, A3 | A1, A2, A3, A4, A5, A7, A8, SEL6 | SEL6 |
| | | SMHT | Counseling, ASD 5.7 | ASD 2.9 |
| | 6 | Break Free from Depression 2 w/ note-taking | 1. Counseling circuit 2: A-G requirements w/ note-taking 2. Process notes 3. Debrief to counseling circuit | 1. Fall Benchmark 1A (Study Plan), Day 2 - Screenshot grades; Make Study Plan 2. Note-taking on presentation techniques for poster 3. Study Hall |
| | | SEL6, A3 | A3, A5, SEL5, SEL6 | A1, A2, A3, A4, A7, A8 |
| | | SMHT | Counseling, ASD 5.7, ASD 5.6 | ASD 2.9, ASD 5.2 |
| | 7 | Break Free from Depression 3 w/ note-taking | SLCs Scheduling + SLC Postcard + SLC Prep | Fall Benchmark 1B (Community Resources), Day 5 - Present Poster |
| | | SEL6, A3 | A1, CC8 | SEL6, A3 |
| | | SMHT | ASD 5.3 | ASD 2.9 |

| | Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|---|---|---|---|-----------------------------|
| | 8 | 1. Debrief of Break Free from Depression 2. Active Listening | SLCs Scheduling Reminder + SLC Prep | 1. How to study [for tests] - w/ critical reading 2. Fall Benchmark 1A (Study Plan), Day 3 - Screenshot grades; Reflection on Study Plan & Revise 3. Study Hall | SLCs (Day 1 of 3) on Wed |
| | | SEL6, A6 | A1 | A1, A2, A3, A4, A7, A8 | |
| | | ASD 5.6, SC 1.11 | ASD 5.3 | ASD 5.2, ASD 2.9 | |
| | 9 | Buffer Day | Intro College Field Trip + College Research | College Research | End of Q1 Grading |
| | | | CC5 | CC5 | |
| | | | CIS, ASD 5.8, College Board's BigFuture | College Board's BigFuture | |
| Semester 1 (48 days) | 10 | Indigenous People's Day | 1. How to study [for tests] 2. Study Hall | School-wide College Field Trip | PSAT / NMQST Testing on Wed |
| | | | A1, A2, A3, A4, A7, A8 | | |
| | | | ASD 5.2 | | |
| | 11 | Debrief College Field Trip; Panorama Survey | 1. How to collaborate effectively 2. Community Building / Circle - Group Challenge | Pep Rally | SLCs (Day 2 of 3) on Wed |
| | | A8, SEL1 | SEL1, SEL3, SEL5 | | |
| | | ASD 5.8 | SC 1.12, ASD 5.4 | | |
| | 12 | Fall Benchmark 1C (Letter to Future Advisor), Day 1 - Take Test | EHP | 1. Fall Benchmark 1A (Study Plan), Day 4 - Screenshot grades; Reflection on Study Plan & Revise 2. Study Hall | SLCs (Day 3 of 3) on Wed |
| | | CC1, CC2, CC7, SEL1, SEL4 | CC1 | A1, A2, A3, A4, A7, A8 | |
| | | ASD 2.9 | CIS | ASD 2.9, ASD 5.2 | |
| | 13 | Fall Benchmark 1C (Letter to Future Advisor), Day 2 - Note-taking | Community Building / Circle | 1. What is a GPA and why important? 2. Grading What-If scenario 2. Study Hall | |
| | | A1, A3, CC1, CC2, CC7, SEL1, SEL4 | SEL1, SEL5 | A1, A2, A3, A4, A5, A7, A8 | |
| | | ASD 2.9 | ASD 5.4 | ASD 5.2, Counseling | |
| | 14 | Fall Benchmark 1C (Letter to Future Advisor), Day 3 - Reflection | YUCA | Buffer Day | End of Q2 Progress |
| | | A1, CC1, CC2, CC7, SEL1, SEL4 | CC1 | | |
| | | ASD 2.9 | CIS | | |
| | 15 | Fall Benchmark 1C (Letter to Future Advisor), Day 4 - Letter | Community Building / Circle | 1. Fall Benchmark 1A (Study Plan), Day 5 - Screenshot grades; Reflection on Study Plan & Revise 2. Study Hall | |
| | | A1, CC1, CC2, CC7, SEL1, SEL4 | SEL1, SEL5 | A1, A2, A3, A4, A7, A8 | |
| | | ASD 2.9 | ASD 5.4 | ASD 2.9, ASD 5.2 | |
| 16 | 1. Fall Benchmark 1A (Study Plan), Day 6 - Make presentation 2. Note-take on presentation techniques | Celebration | Thanksgiving Break | | |
| | A3 | SEL1, SEL5 | | | |
| | ASD 2.9 | ASD 5.4 | | | |

| Week | Day 1 | Day 2 | Day 3 | Notes | | | |
|---------------|---|--|--|---|--|---|--------------------------|
| 17 | Fall Benchmark 1A (Study Plan), Day 7 - Present | Study Hall | Buffer Day | | | | |
| | A3 | A1, A2, A3, A4, A7, A8 | | | | | |
| | ASD 2.9 | ASD 5.2 | | | | | |
| | How to study for Finals / What Finals are | Community Building / Circle | Study Hall | | | | |
| | A3 | SEL1, SEL5 | A1, A2, A3, A4, A7, A8 | | | | |
| | ASD 5.2 | ASD 5.4 | ASD 5.2 | | | | |
| | 19 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S1 | | |
| | Semester 2 (53 days) | 1 | Winter Break | | Community Building / Circle | 1. Email Management 2. Learn how to be accountable during study hall | Road to Legendary on Fri |
| | | | | | SEL1, SEL5 | A1, A2, SEL2 | |
| ASD 5.4 | | | | ASD 5.2 | | | |
| 2 | | | | Spring Benchmark Day 1 | 1. California Healthy Kids Survey 2. Lifestyle / Quality of Life Goals and salary necessary | 1. Study Hall w/ Accountability Partner 2. Debrief successes / challenges in keeping partner accountable | |
| A6, CC1, SEL1 | | CC4 | A1, A2, A3, A4, A7, A8 | | | | |
| | | | ASD 5.2 | | | | |
| 3 | | Spring Benchmark Day 2 | Law Program 1 | Pep Rally | | | |
| | | | SEL1, SEL3 | | | | |
| | | | FLY | | | | |
| 4 | | Spring Benchmark Day 3 | Law Program 2 | 1. Study Hall w/ Accountability Partner 2. Debrief successes / challenges in keeping partner accountable | | | |
| | | | SEL1, SEL3 | A1, A2, A3, A4, A7, A8 | | | |
| | | | FLY | ASD 5.2 | | | |
| 5 | | Spring Benchmark Day 4 | Law Program 3 | 3 Careers that enable lifestyle goal | End of Q3 Progress | | |
| | | | SEL1, SEL3 | CC4, CC5 | | | |
| | | | FLY | | | | |
| 6 | | Spring Benchmark Day 5 | Law Program 4 | Time Management - Semester & Summer | | | |
| | | | SEL1, SEL3 | A3 | | | |
| | | | FLY | SC 1.17 | | | |
| 7 | | Mid-Winter Break | | | | | |
| 8 | | 1. Debrief FLY 2. Education needed to maintain lifestyle goal | 1. Counseling circuit: Spring Registration 1 2. Continue Career project | 1. Counseling circuit: Spring Registration 2 2. Finish career project | | | |
| | | | A5, CC4, CC5 | A5, CC4, CC5 | | | |
| | | | Counseling | Counseling | | | |
| 9 | | Resume / Interviewing / Intro to Job Hunt | 1. Recognizing emotions 2. Coping skills | Study Hall w/ Accountability Partner | | | |
| | | | SEL3, SEL4 | A1, A2, A3, A4, A7, A8 | | | |
| | | | SC 2.1, SC 2.2 | ASD 5.2 | | | |
| 10 | | PFT Testing | Setting boundaries and refusing peer pressure | 1. Study Hall w/ Accountability Partner 2. Debrief successes / challenges in keeping partner accountable | | | |
| | | | SEL2, SEL4 | A1, A2, A3, A4, A7, A8 | | | |
| | | | SC 3.16 | ASD 5.2 | | | |

| | Week | Day 1 | Day 2 | Day 3 | Notes | |
|----------------------|--|---|---|---|--------------------|--|
| Semester 2 (53 days) | 11 | PFT Testing | Digital Citizenship Curriculum 1 | SLC Prep + community service schedule prep (to propose in SLC) + summer scheduling | End of Q3 Grading | |
| | | | SEL2, SEL3 | A1 | | |
| | | | ASD 1.9 | ASD 5.3 | | |
| | | | | | | |
| | 12 | SLC Prep + community service + summer | Study Hall w/ Accountability Partner | Pep Rally | SLCs on Wed | |
| | | A1 | A1, A2, A3, A4, A7, A8 | | | |
| | | ASD 5.3 | ASD 5.2 | | | |
| | 13 | Spring Break | | | | |
| | 14 | Community Building / Youth Aware Assembly | Digital Citizenship Curriculum 2 | Study Hall w/ Accountability Partner | | |
| | | SEL1, SEL5 | SEL2, SEL3 | A1, A2, A3, A4, A7, A8 | | |
| | | ASD 5.4 | ASD 1.9 | ASD 5.2 | | |
| | | | | | | |
| | 15 | Exhibition Buffer 1 | Digital Citizenship Curriculum 3 | 1. Study Hall w/ Accountability Partner 2. Debrief successes / challenges in keeping partner accountable | | |
| | | A3 | SEL2, SEL3 | A1, A2, A3, A4, A7, A8 | | |
| | | | ASD 1.9 | ASD 5.2 | | |
| | | | | | | |
| | 16 | Exhibition Buffer 2 | Digital Citizenship Curriculum 4 | Buffer Day | | |
| | | A3 | SEL2, SEL3 | | | |
| | | | ASD 1.9 | | | |
| | 17 | Exhibition Buffer 3 | Digital Citizenship Curriculum 5 | Study Hall w/ Accountability Partner | End of Q4 Progress | |
| | | A3 | SEL2, SEL3 | A1, A2, A3, A4, A7, A8 | | |
| | | | ASD 1.9 | ASD 5.2 | | |
| | | | | | | |
| | 18 | Healthy Relationships 1 | Circle / Socratic Seminar - Debrief Digital Citizenship Curriculum | Pep Rally | | |
| | | SEL1, SEL3 | SEL2, SEL3 | | | |
| | | ASD 1.9 | ASD 5.6 | | | |
| | | | | | | |
| | 19 | Healthy Relationships 2 | Study Hall w/ Accountability Partner | Buffer Day | | |
| | | SEL1, SEL3 | A1, A2, A3, A4, A7, A8 | | | |
| | | ASD 1.9 | ASD 5.2 | | | |
| | | | | | | |
| | 20 | Healthy Relationships 3 | Community Circle / Socratic Seminar - Debrief Healthy Relationships | 1. Identifying Personal Information 2. Google Drive Organization | | |
| SEL1, SEL3 | | SEL1, SEL3 | CC8, CC2 | | | |
| ASD 1.9 | | ASD 5.6 | ASD 6 | | | |
| | | | | | | |
| 21 | Search Survey - REACH | Study Hall w/ Accountability Partner | Celebration | | | |
| | | A1, A2, A3, A4, A7, A8 | SEL1, SEL5 | | | |
| | Search Institute | ASD 5.2 | ASD 5.4 | | | |
| | | | | | | |
| 22 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | | End of S2 | |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|---|--|---|
| Semester 1 (48 days) | 1 | Summer Break | | 1. Community Building / Circle 2. Review organization (planner) SEL 1, SEL5, A3, A4 ASD 5.4, ASD 5.2 |
| | 2 | 1. Rules Reminder w/ Admin 2. Reading and understanding student handbook A3 ASD 6 | 1. Search Survey - REACH 2. Review focused note-taking A3 Search Institute, ASD 5.7 | 1. Review Study Hall slides 2. Review of accountability partner A2, A3 ASD 5.2 |
| | 3 | w/ note-taking 1. Review Graduation & A-G Requirements 2. Minimum A-G eligibility index vs. STEM requirements? 3. What are competitive colleges looking at? A3, A5, A8 ASD 5.8 | Fall Benchmark 1 - Day 1 (Personality Inventory) CC1, SEL1 ASD 2.10 | 1. Review importance of balancing extracurriculars w/ academics - w/ critical reading 2. Inventory and tracking of extracurriculars 3. Email formatting and responding - w/ critical reading A1, A7, A8 ASD 5.8 |
| | 4 | Community Building / Circle - Personal / Academic Goals for this year SEL1, SEL5, A4 ASD 5.4 | Fall Benchmark 1 - Day 2 (Superhero Challenge) A8, CC5, SEL4 ASD 2.10 | 1. How to create personal rewards 2. Time management 3. Study Hall w/ Accountability Partner A1, A2, A3, A4, A8 ASD 5.2 |
| | 5 | Buffer Day | Fall Benchmark 1 - Day 3 (Resume) A8, CC2 ASD 2.10 | Taking Full Responsibility / Fighting Off Victimitis SEL8 SC 2.19, SC 2.20 |
| | 6 | Community Building / Circle SEL1, SEL5 ASD 5.4 | Fall Benchmark 1 - Day 4 (Resume) A8, CC2 ASD 2.10 | Study Hall w/ Accountability Partner A1, A2, A3, A4, A8 ASD 5.2 |
| | 7 | 1. Counseling circuit: PSATs 2. PSAT prep - types of questions, guessing, length, etc. A5 Counseling, College Board | SLC Scheduling + SLC Prep + schedule for extracurriculars A1, A7, A8 ASD 5.3 | PSAT Prep - English A5 College Board |
| | 8 | PSAT Prep - Math A5 College Board | SLC Prep + schedule for extracurriculars A1, A7, A8 ASD 5.3 | Study Hall w/ Accountability Partner A1, A2, A3, A4, A8 ASD 5.2 |
| | 9 | PSAT Prep - Timed Practice + Review A5 College Board | Planning for College CC5 SC 2.13 | Intro College Field Trip + College Research CC5 ASD 5.8, College Board's BigFuture |
| | 10 | Indigenous People's Day | Study Hall w/ Accountability Partner A1, A2, A3, A4, A8 ASD 5.2 | School-wide College Field Trip PSAT / NMQST Testing on Wed |

| Week | Day 1 | Day 2 | Day 3 | Notes | |
|----------------------|-------|--|---|--|--------------------------|
| Semester 1 (48 days) | 11 | Debrief College Field Trip; Panorama Survey | Neuroscience of Addiction 1 | Pep Rally | SLCs (Day 2 of 3) on Wed |
| | | CC5 | SEL2, SEL6, SEL7 | | |
| | | ASD 5.8 | Addiction Education Society | | |
| | 12 | Fall Benchmark - Day 5 (Interview Game) | Neuroscience of Addiction 2 | Buffer Day | SLCs (Day 3 of 3) on Wed |
| | | A8, CC5, SEL4 | SEL2, SEL6, SEL7 | | |
| | | ASD 2.10 | Addiction Education Society | | |
| | 13 | Fall Benchmark - Day 6 (Elevator Pitch) | Neuroscience of Addiction 3 | Study Hall w/ Accountability Partner | |
| | | A8, CC5, SEL4 | SEL2, SEL6, SEL7 | A1, A2, A3, A4, A8 | |
| | | ASD 2.10 | Addiction Education Society | ASD 5.2 | |
| | 14 | Fall Benchmark - Day 7 (Career Art Piece) | Neuroscience of Addiction 4 | Community Building / Circle | End of Q2 Progress |
| | | A8, CC5, SEL4 | SEL2, SEL6, SEL7 | SEL1, SEL5 | |
| | | ASD 2.10 | Addiction Education Society | ASD 5.4 | |
| | 15 | Fall Benchmark - Day 8 (Career Art Piece) | Neuroscience of Addiction 5 | Study Hall w/ Accountability Partner | |
| | | A8, CC5, SEL4 | SEL2, SEL6, SEL7 | A1, A2, A3, A4, A8 | |
| | | ASD 2.10 | Addiction Education Society | ASD 5.2 | |
| | 16 | Circle / Socratic Seminar: Debrief Neuroscience of Addiction | Celebration | Thanksgiving Break | |
| | | SEL2, SEL5, SEL6, SEL7 | SEL1, SEL5 | | |
| | | ASD 5.6 | ASD 5.4 | | |
| | 17 | Fall Benchmark - Day 9 (Career Portfolio Reflection) | 1. Review: What are finals? How to study 2. Study Hall w/ Accountability Partner | Buffer Day | |
| | | A8, CC5, SEL4 | A1, A2, A3, A4, A8 | | |
| | | ASD 2.10 | ASD 5.2 | | |
| | 18 | 1. Creating system of recall for important usernames / passwords 2. Problem Solving Skills - Managing Thoughts, Emotions, Anger | Community Building / Circle | Study Hall w/ Accountability Partner | |
| | | CC8, SEL4 | SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | SC 2.3, SC 2.4, SC 2.5 | ASD 5.4 | ASD 5.2 | |
| | 19 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S1 |
| | 1 | Winter Break | 1. Community Building / Circle 2. Career Clusters Intro | Identifying 3 Careers of Personal Interest | Road to Legendary on Fri |
| | | | SEL1, SEL5, CC4 | CC4, CC5 | |
| | | | ASD 5.4 | | |
| | 2 | Spring Benchmark - Day 1 1. Developing Positive Relationships 2. Standing in the Other Person's Shoes | A-G eligibility index review + PSAT score review - where do I fall? | Study Hall w/ Accountability Partner | |
| | | SEL5 | A5 | A1, A2, A3, A4, A8 | |
| | | SC 3.1, SC 3.2 | ASD 5.8 | ASD 5.2 | |
| | 3 | Spring Benchmark - Day 2 1. Empathizing with Others 2. Appreciating Diversity | 1. California Healthy Kids Survey 2. Community Building / Circle | Pep Rally | |
| | | SEL5 | SEL1, SEL5 | | |
| | | SC 3.3, SC 3.4 | ASD 5.4 | | |

| | Week | Day 1 | Day 2 | Day 3 | Notes | |
|----------------------|------|---|---|---|--------------------|--|
| Semester 2 (53 days) | 4 | Spring Benchmark - Day 3 Debunking Myths of Womanhood and Manhood | Counseling circuit: Spring Registration 1 | Counseling circuit: Spring Registration 2 | | |
| | | SEL1, SEL5 | A5 | A5 | | |
| | | SC 3.5, SC 3.6 | Counseling | Counseling | | |
| | 5 | Spring Benchmark - Day 4 1. Introverts and Extroverts 2. Responding to Conflict | Study Hall w/ Accountability Partner | Community Building / Circle | End of Q3 Progress | |
| | | SEL1, SEL5 | A1, A2, A3, A4, A8 | SEL1, SEL5 | | |
| | | SC 3.7, SC 3.8 | ASD 5.2 | ASD 5.4 | | |
| | 6 | Spring Benchmark - Day 5 (Assessment for Days 1-4) | Spring Benchmark - Day 6 (Assessment for Days 1-4) | Study Hall w/ Accountability Partner | | |
| | | SEL1, SEL5 | SEL1, SEL5 | A1, A2, A3, A4, A8 | | |
| | | | | ASD 5.2 | | |
| | 7 | Mid-Winter Break | | | | |
| | 8 | 1. Making a Sincere Apology 2. Forgiving Others and Ourselves | Spring Benchmark - Day 7 | Community Building / Circle | | |
| | | SEL4, SEL5 | A7, CC6 | SEL1, SEL5 | | |
| | | SC 3.17, SC 3.18 | | ASD 5.4 | | |
| | 9 | Buffer Day | Spring Benchmark - Day 8 | Study Hall w/ Accountability Partner | | |
| | | | A7, CC6 | A1, A2, A3, A4, A8 | | |
| | | | | ASD 5.2 | | |
| | 10 | Financial Literacy - Day 1 (Banking - Checking Accounts) | Spring Benchmark - Day 9 | Community Building / Circle | | |
| | | SEL2, SEL7 | A7, CC6 | SEL1, SEL5 | | |
| | | NGPF / ASD 1.10 | | ASD 5.4 | | |
| | 11 | Financial Literacy - Day 2 (Banking - Savings Accounts) | Spring Benchmark - Day 10 | Study Hall w/ Accountability Partner | End of Q3 Grading | |
| | | SEL2, SEL7 | A7, CC6 | A1, A2, A3, A4, A8 | | |
| | | NGPF / ASD 1.10 | | ASD 5.2 | | |
| Semester 2 (53 days) | 12 | Financial Literacy - Day 3 (Saving Money) w/ Debrief | Celebration | Pep Rally | SLCs on Wed | |
| | | SEL2, SEL7 | SEL1, SEL5 | | | |
| | | NGPF / ASD 1.10 | ASD 5.4 | | | |
| | 13 | Spring Break | | | | |
| | 14 | AVID Critical Reading Strategies practice | Exhibition Buffer 1 | Study Hall w/ Accountability Partner | | |
| | | A3 | A3 | A1, A2, A3, A4, A8 | | |
| | | ASD 5.7 | | ASD 5.2 | | |
| | 15 | Healthy, Empowered Relationships - Day 1 | Exhibition Buffer 2 | Buffer Day | | |
| | | SEL1, SEL3, SEL6 | A3 | | | |
| | | SMHT | | | | |
| | 16 | Healthy, Empowered Relationships - Day 2 | Exhibition Buffer 3 | Study Hall w/ Accountability Partner | | |
| | | SEL1, SEL3, SEL6 | A3 | A1, A2, A3, A4, A8 | | |
| | | SMHT | | ASD 5.2 | | |
| | 17 | Healthy, Empowered Relationships - Day 3 | AVID Critical Reading Strategies practice | Community Building / Circle | End of Q4 Progress | |
| | | SEL1, SEL3, SEL6 | A3 | SEL1, SEL5 | | |
| | | SMHT | ASD 5.7 | ASD 5.4 | | |

| Semester | Week | Day 1 | Day 2 | Day 3 | Notes |
|----------|------|--|--|--------------------------------------|-----------|
| | | | | | |
| | 18 | Healthy, Empowered Relationships - Day 4 | Circle / Socratic Seminar - Debrief Healthy, Empowered Relationships | Pep Rally | |
| | | SEL1, SEL3, SEL6 | SEL1, SEL3, SEL6 | | |
| | | SMHT | ASD 5.6 | | |
| | 19 | 1. Early College Pull-Out (for some) 2. Letter to Future Advisor | 1. Early College Pull-Out (for some) 2. Google Drive - ensure everything here and ready for sharing w/ next advisor | Study Hall w/ Accountability Partner | |
| | | A1, CC2 | CC2 | A1, A2, A3, A4, A8 | |
| | | ECD | ECD, ASD 6 | ASD 5.2 | |
| | 20 | Future Fair | Buffer Day | Study Hall w/ Accountability Partner | |
| | | CC1, CC5 | | A1, A2, A3, A4, A8 | |
| | | Junior Advisory | | ASD 5.2 | |
| | 21 | 1. Search Survey - REACH 2. Community Building / Circle | Study Hall w/ Accountability Partner | Celebration | |
| | | SEL1, SEL5 | A1, A2, A3, A4, A8 | SEL1, SEL5 | |
| | | Search Institute, ASD 5.4 | ASD 5.2 | ASD 5.4 | |
| | 22 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S2 |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|--|---|--|
| Semester 1 (48 days) | 1 | Summer Break | | Community Building / Circle |
| | | | | SEL1, SEL5 |
| | | | | ASD 5.4 |
| | 2 | 1. Community Building / Circle 2. Re-sharing of Google Drive (community service tracker, letters to future advisor) | 1. Rules Reminder w/ Admin 2. Reading and understanding student handbook | 1. Search Survey - REACH 2. Intro to Study Groups during Study Hall |
| | | SEL1, SEL5, CC2 | A3 | A2 |
| | | ASD 5.4, ASD 6, ASD 5.1 | ASD 6 | Search Institute, ASD 5.2 |
| | 3 | Fall Benchmark 2 - Day 1 | Buffer Day | Study Hall w/ Study Groups |
| | | | | A1, A2, A3, A4, A8 |
| | | | | ASD 5.2 |
| | 4 | Fall Benchmark 2 - Day 2 | 1. Coping w/ Stress 2. Inducing Positive Emotions | Community Building / Circle |
| | | | SEL4 | SEL1, SEL5 |
| | | | SC 2.6, SC 2.7 | ASD 5.4 |
| | 5 | Fall Benchmark 2 - Day 3 | Making Personal Decisions | Study Hall w/ Study Groups |
| | | | SEL4 | A1, A2, A3, A4, A8 |
| | | | SC 3.15 | ASD 5.2 |
| | 6 | Fall Benchmark 2 - Day 4 | Community Building / Circle | Study Hall w/ Study Groups |
| | | | SEL1, SEL5 | A1, A2, A3, A4, A8 |
| | | | ASD 5.4 | ASD 5.2 |
| | 7 | Fall Benchmark 2 - Day 5 | SLC Scheduling + SLC Prep | 1. PSAT: Reintroduce, NMQST?, Structure, Guessing, Differences between PSAT and SAT, Calculating CSU Eligibility Index 2. Choose: SAT Prep vs. AVID Readings / NGPF Data Crunch |
| | | | A1, A7, A8 | A5 |
| | | | ASD 5.3 | College Board |
| | 8 | PSAT Prep - Math | | |
| | | A3, A5 | | |
| | | College Board | | |
| | | SAT Prep | Fall Benchmark 2 - Day 6 | Study Hall w/ Study Groups |
| | | A3, A5 | | A1, A2, A3, A4, A8 |
| | 9 | PSAT Prep - English | | |
| | | A3, A5 | | |
| | | College Board | | |
| | | SAT Prep | Fall Benchmark 1 - Day 1 (Introducing Benchmark + Introducing Interviewing) | Intro College Field Trip + Research College |
| | | A3, A5 | A4, CC2, SEL2 | CC5 |
| | 10 | Indigenous People's Day | PSAT Timed Practice | School-wide College Field Trip |
| | | | A3, A5 | |
| | | | College Board | |

| Semester 1 (48 days) | | | | | |
|----------------------|--|--|----------------------------|--------------------------|--------------------|
| Week | Day 1 | Day 2 | Day 3 | Notes | |
| 11 | AVID Readings / NGPF Data | Debrief College Field Trip; Panorama Survey | Pep Rally | SLCs (Day 2 of 3) on Wed | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | | | |
| | AJ Tutoring | | | | |
| 12 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 2 (How to Reflect on Study Hall + 3Cs of Interviewing + Interview challenges) | Study Hall w/ Study Groups | SLCs (Day 3 of 3) on Wed | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | CC2 | | A1, A2, A3, A4, A8 |
| | AJ Tutoring | | ASD 2.11 | | ASD 5.2 |
| 13 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 3 (Finish 3 C's of Interviewing + Study Group Reflection) | Buffer Day | | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | A4, CC2, SEL2 | | |
| | AJ Tutoring | | ASD 2.11 | | |
| 14 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 4 (Job Interview Practice) | Study Hall w/ Study Groups | End of Q2 Progress | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | CC2 | | A1, A2, A3, A4, A8 |
| | AJ Tutoring | | ASD 2.11 | | ASD 5.2 |
| 15 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 5 (Script Intro + Sample Script Analysis) | Study Hall w/ Study Groups | | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | A4, CC2, SEL2 | | A1, A2, A3, A4, A8 |
| | AJ Tutoring | | ASD 2.11 | | ASD 5.2 |
| 16 | AVID Readings / NGPF Data | Celebration | Thanksgiving Break | | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | | | SEL1, SEL5 |
| | AJ Tutoring | | | | ASD 5.4 |
| 17 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 6 (Script Writing) | Buffer Day | | |
| | A3, CC5 | | | | |
| | ASD 5.7, NGPF | | | | |
| | SAT Prep | | | | |
| | A3, A5 | | A4, CC2, SEL2 | | |
| | AJ Tutoring | | ASD 2.11 | | |
| 18 | Fall Benchmark 1 - Day 7 (Script Writing) | Fall Benchmark 1 - Day 8 (Recording) | Study Hall | | |
| | A4, CC2, SEL2 | A4, CC2, SEL2 | A1, A2, A3, A4, A8 | | |
| | ASD 2.11 | ASD 2.11 | ASD 5.2 | | |
| 19 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S1 | |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|--|---|--|
| Semester 2 (53 days) | 1 | Community Building / Circle | Spring Benchmark 2 - Day 1 | Road to Legendary on Fri |
| | | SEL1, SEL5 | | |
| | | ASD 5.4 | | |
| | 2 | AVID Readings / NGPF Data | | Study Hall w/ Study Groups |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | Spring Benchmark 1: SAT Prep + Calculating A-G Eligibility Index / STEM EI | Spring Benchmark 2 - Day 2 | |
| | | A3, A5 | A1, A2, A3, A4, A8 | |
| | 3 | AJ Tutoring, ASD 5.8 | ASD 5.2 | Pep Rally |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | Spring Benchmark 1: SAT Prep | Spring Benchmark 2 - Day 3 | |
| | 4 | A3, A5 | | 1. California Healthy Kids Survey 2. Study Hall w/ Study Groups |
| | | AJ Tutoring | | |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | 5 | Spring Benchmark 1: SAT Prep | Spring Benchmark 2 - Day 4 | A1, A2, A3, A4, A8 ASD 5.2 |
| | | A3, A5 | | |
| | | AJ Tutoring | | |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | 6 | ASD 5.7, NGPF | | End of Q3 Progress |
| | | Spring Benchmark 1: SAT Prep | Financial Literacy - Day 1 (Budgeting Paycheck) | |
| | | A3, A5 | SEL2, SEL7 | |
| | | AJ Tutoring | NGPF, ASD 1.11 | |
| | | ASD 5.2 | | |
| | 7 | AVID Readings / NGPF Data | | Study Hall w/ Study Groups |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | Spring Benchmark 1: SAT Prep | Financial Literacy - Day 2 (Taxes for Teens) | |
| | | A3, A5 | CC3 | |
| | 8 | AJ Tutoring | NGPF, ASD 1.11 | Exhibition Buffer 1 A3 |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | Spring Benchmark 1: SAT Prep | Financial Literacy - Day 3 (Credits Cards) | |
| | 9 | A3, A5 | SEL2, SEL7 | Exhibition Buffer 2 A3 |
| | | AJ Tutoring | NGPF, ASD 1.11 | |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | 10 | Spring Benchmark 1: SAT Prep | Financial Literacy - Day 4 (Budgeting with Venmo / Google and Apply Pay; Banking, Revisited) | Exhibition Buffer 3 A3 |
| | | A3, A5 | SEL2, SEL7 | |
| | | AJ Tutoring | NGPF, ASD 1.11 | |
| | | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|---|--|----------------------------|
| Semester 2 (53 days) | 10 | Spring Benchmark 1 - Day 2 (Career Exploration) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | SLC Scheduling + SLC Prep | Study Hall w/ Study Groups |
| | | A3, A5 | A1, A7, A8 | A1, A2, A3, A4, A8 |
| | | AJ Tutoring | ASD 5.3 | ASD 5.2 |
| | 11 | Spring Benchmark 1 - Day 3 (Skill/Interest Slide + Screencastify Recording) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | Buffer Day | Study Hall w/ Study Groups |
| | | A3, A5 | | A1, A2, A3, A4, A8 |
| | | AJ Tutoring | | ASD 5.2 |
| | 12 | Spring Benchmark 1 - Day 4 (Roadmap to Here Infographic) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | Mock Admissions Case Studies w/ Admissions Officers | |
| | | A3, A5 | A4, A5 | |
| | | AJ Tutoring | CIS | |
| | 13 | Spring Break | | |
| | 14 | Spring Benchmark 1 - Day 5 (+/- Career Characteristics List) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | SBAC Testing Buffer 1 | SBAC Testing Buffer 2 |
| | | A3, A5 | | |
| | | AJ Tutoring | | |
| | 15 | Spring Benchmark 1 - Day 6 (Career Clusters) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | Spring Benchmark 2 - Day 5 | Buffer Day |
| | | A3, A5 | | |
| | | AJ Tutoring | | |
| | 16 | Spring Benchmark 1 - Day 7 (Career Spotlight) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | Spring Benchmark 2 - Day 6 | Study Hall w/ Study Groups |
| | | A3, A5 | | A1, A2, A3, A4, A8 |
| | | AJ Tutoring | | ASD 5.2 |
| | 17 | Spring Benchmark 1 - Day 8 (Educational Pathways) | | |
| | | A8, CC5, SEL8 | | |
| | | ASD 2.11 | | |
| | | Spring Benchmark 1: SAT Prep | Spring Benchmark 2 - Day 7 | Spring Benchmark 2 - Day 8 |
| | | A3, A5 | | |
| | | AJ Tutoring | | |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|------|--|---|--|-----------|
| 18 | Spring Benchmark 1 - Day 9 (Future Fair Prep) | Buffer Day | Pep Rally | |
| | A8, CC5, SEL8 | | | |
| | ASD 2.11 | | | |
| 19 | Spring Benchmark 1 - Day 10 (Future Fair Prep) | Early College Pull-Out (most students) | Early College Pull-Out (most students) | |
| | A8, CC5, SEL8 | A3 | A3 | |
| | ASD 2.11 | ECD | ECD | |
| 20 | Spring Benchmark 1 - Day 11 (Future Fair) | Spring Benchmark 1 - Day 12 (Benchmark Reflection) | Study Hall w/ Study Groups | |
| | A8, CC5, SEL8 | A8, CC5, SEL8 | A1, A2, A3, A4, A8 | |
| | ASD 2.11 | | ASD 5.2 | |
| 21 | 1. Search Survey - REACH 2. Community Building / Circle | Study Hall | Celebration | |
| | SEL1, SEL5 | A1, A2, A3, A4, A8 | SEL1, SEL5 | |
| | Search Institute, ASD 5.4 | ASD 5.2 | ASD 5.4 | |
| 22 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S2 |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|--|--|---|
| Semester 1 (48 days) | 1 | Summer Break | | Community Building / Circle |
| | | | | SEL1, SEL5 |
| | | | | ASD 5.4 |
| | 2 | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 1 (What matters to me?) | 1. Search Survey - REACH 2. Time Management as a Senior |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | 3 | AJ Tutoring | ASD 2.12 | Search Institute |
| | | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 2 (How do I use my time?) | 1. Rules Reminder w/ Admin 2. Reading and understanding student handbook |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | 4 | AJ Tutoring | ASD 2.12 | ASD 6 |
| | | 1. CIS Push-In: FSA ID / CADAA Account Information (15 min) 2. AVID Readings / NGPF Data | Fall Benchmark 1 - Day 3 (Personality Test) | Study Hall w/ Study Groups |
| | | A3, CC5, CC8 | | |
| | | CIS, ASD 5.7, NGPF | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | 5 | AJ Tutoring | ASD 2.12 | ASD 5.2 |
| | | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 4 (American by the Numbers (Diversity)) | Study Hall w/ Study Groups |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | 6 | AJ Tutoring | ASD 2.12 | ASD 5.2 |
| | | CIS Push-In: FSA ID / CADAA Account Creation (update doc of important usernames and passwords) | Fall Benchmark 1 - Day 5 (Career Exploration) | SLC Scheduling + SLC Prep |
| | | CC8 | | |
| | | CIS | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | 7 | AJ Tutoring | ASD 2.12 | ASD 5.3 |
| | | AVID Readings / NGPF Data | Fall Benchmark 1 - Day 6 (Poster Creation) | Study Hall w/ Study Groups |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | SAT Prep | | |
| | | A3, A5 | | |
| | | AJ Tutoring | ASD 2.12 | ASD 5.2 |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|-------|--|--|--------------------------------|
| Semester 1 (48 days) | 8 | AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | ASD 5.7, NGPF | | |
| | | SAT Prep | Fall Benchmark 1 - Day 7 (Poster Presentation) | SLC (Day 1 of 3) on Wed |
| | | A3, A5 | A7, CC6, SEL5 | |
| | | AJ Tutoring | ASD 2.12 | |
| | 9 | 1. Counseling push-in: Choosing a type of post-secondary institution 2. AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | Counseling, ASD 5.7, NGPF | | |
| | | SAT Prep | Intro College Field Trip + College Research | End of Q1 Grading |
| | | A3, A5 | CC5 | A1, A2, A3, A4, A8 |
| | | AJ Tutoring | ASD 5.8, College Board's BigFuture | ASD 5.2 |
| | 10 | Indigenous People's Day | Study Hall w/ Study Groups | School-wide College Field Trip |
| | | | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| | 11 | 1. Counseling push-in: Choosing a major / college 2. AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | Counseling, ASD 5.7, NGPF | | |
| | | SAT Prep | Debrief College Field Trip; Panorama Survey | |
| | | A3, A5 | CC5 | |
| | 12 | 1. Counseling push-in: Plans A, B, and C for after high school 2. AVID Readings / NGPF Data | | |
| | | A3, CC5 | | |
| | | Counseling, ASD 5.7, NGPF | | |
| | | SAT Prep | Fall Benchmark 2 - Day 1 (Compassion Project) | SLC (Day 2 of 3) on Wed |
| | | A3, A5 | A4, CC1, SEL1, SEL5 | |
| | 13 | Interviewing Effectively for a Job | Fall Benchmark 2 - Day 2 (Compassion Project) | |
| | | CC2 | A4, CC1, SEL1, SEL5 | |
| | | SC 4.10 | | |
| | 14 | Developing a Work Ethic | Fall Benchmark 2 - Day 3 (Compassion Project) | |
| | | CC2 | A4, CC1, SEL1, SEL5 | |
| | | SC 4.11a | | |
| | 15 | CIS push-in: Confirm successful processing of FAFSA / CADAA + WebGrants creation | | |
| | | A8 | | |
| | | CIS | | |
| | | SAT Prep | Fall Benchmark 2 - Day 4 (Compassion Project) | |
| | | A3, A5 | A4, CC1, SEL1, SEL5 | |

| Week | Day 1 | Day 2 | Day 3 | Notes |
|----------------------|--|--|---|--------------------------------|
| 16 | Fall Benchmark 2 - Day 5 (Compassion Project) | Celebration | Thanksgiving Break | |
| | A4, CC1, SEL1, SEL5 | SEL1, SEL5 | | |
| | | ASD 5.4 | | |
| | | | | |
| 17 | Buffer Day | Fall Benchmark 2 - Day 6 (Compassion Project) | Study Hall w/ Study Groups | |
| | | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| 18 | Fall Benchmark 2 - Day 7 (Compassion Project) | Fall Benchmark 2 - Day 8 (Compassion Project) | Study Hall w/ Study Groups | |
| | A4, CC1, SEL1, SEL5 | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| 19 | Finals Schedule (20 min AM Advisory - Study Hall / Celebration / Circle) | | | End of S1 |
| Semester 2 (53 days) | Winter Break | Community Building / Circle | Buffer Day | Road to Legendary on Fri |
| | | SEL1, SEL5 | | |
| | | ASD 5.4 | | |
| | Financial Literacy Day 1 (Managing Credit Score) | Spring Benchmark 2 - Day 1 (Compassion Project) | Study Hall w/ Study Groups | |
| | | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| | 1. California Healthy Kids Survey 2. Counseling pull-out: 2-year applications for semester colleges | Spring Benchmark 2 - Day 2 (Compassion Project) | Pep Rally | |
| | | A4, CC1, SEL1, SEL5 | | |
| | | Counseling | | |
| | Financial Literacy Day 2 (Job Benefits - Health Insurance, Retirement Plans, Worker's Compensation) | Spring Benchmark 2 - Day 3 (Compassion Project) | Study Hall w/ Study Groups | |
| | | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| | Financial Literacy Day 3 (Budgeting as Head of Household based on Different Situations) | Spring Benchmark 2 - Day 4 (Compassion Project) | Community Building / Circle OR Exhibition Buffer 1 | End of Q3 Progress |
| | | A4, CC1, SEL1, SEL5 | SEL1, SEL5 | |
| | | | ASD 5.4 | |
| | Understanding Human Resources and Labor Laws | Spring Benchmark 2 - Day 5 (Compassion Project) | Study Hall w/ Study Groups | |
| | | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | ASD 5.2 | |
| | Mid-Winter Break | | | |
| | Problem Solving in the Workplace | Spring Benchmark 2 - Day 6 (Compassion Project) | Buffer Day | |
| | | A4, CC1, SEL1, SEL5 | | |
| | | | | |
| | Responding to Feedback | Spring Benchmark 2 - Day 7 (Compassion Project) | 1. CIS pull-out: Promise Grant application for 2-yr semester schools (10 mins) 2. Study Hall w/ Study Groups | |
| | | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | |
| | | | CIS, ASD 5.2 | |

| | Week | Day 1 | Day 2 | Day 3 | Notes | |
|----------------------|--|---|---|--|--------------------|--|
| | 10 | Sex Ed 1 | Spring Benchmark 2 - Day 8 (Compassion Project) | Community Building / Circle OR Exhibition Buffer 2 | | |
| | | SEL3 | A4, CC1, SEL1, SEL5 | SEL1, SEL5 | | |
| | | Health Connected | | ASD 5.4 | | |
| | 11 | Sex Ed 2 | Spring Benchmark 2 - Day 9 (Compassion Project) | Study Hall w/ Study Groups | End of Q3 Grading | |
| | | SEL3 | A4, CC1, SEL1, SEL5 | A1, A2, A3, A4, A8 | | |
| | | Health Connected | | ASD 5.2 | | |
| Semester 2 (53 days) | 12 | Spring Benchmark 2 - Day 10 (Compassion Project) | Celebration | Pep Rally | SLCs on Wed | |
| | | A4, CC1, SEL1, SEL5 | SEL1, SEL5 | | | |
| | | | ASD 5.4 | | | |
| | 13 | Spring Break | | | | |
| | 14 | Sex Ed 3 | Spring Benchmark 1 - Day 1 (Resume Writing) | Community Building / Circle OR Exhibition Buffer 3 | | |
| | | SEL3 | CC7 | SEL1, SEL5 | | |
| | | Health Connected | ASD 2.12 | ASD 5.4 | | |
| | 15 | Making New Friends After HS, and Living Own Your Own & With Roommates | Spring Benchmark 1 - Day 2 (Motivating Yourself and Moving Forward) | Study Hall w/ Study Groups | | |
| | | SEL5 | A2 | A1, A2, A3, A4, A8 | | |
| | | LQ 9, SC 4.19 | ASD 2.12, SC 4.3 | ASD 5.2 | | |
| | 16 | Choosing Wisely | Spring Benchmark 1 - Day 3 (Rethinking Stress) | Buffer Day | | |
| | | SEL8 | A2, SEL6 | | | |
| | | SC 4.20 | ASD 2.12, SC 4.6 | | | |
| | 17 | Community Building / Circle | Spring Benchmark 1 - Day 4 (Five Year Timeline) | Study Hall w/ Study Groups | End of Q4 Progress | |
| | | SEL1, SEL5 | A2, CC7, SEL6 | A1, A2, A3, A4, A8 | | |
| | | ASD 5.4 | ASD 2.12 | ASD 5.2 | | |
| | 18 | Counseling pull-out: 2-year applications for quarter colleges | Spring Benchmark 1 - Day 5 (Community Resources in College) | Pep Rally | | |
| | | A4 | A2, CC7, SEL6 | | | |
| | | Counseling | ASD 2.12 | | | |
| | 19 | Buffer Day | Spring Benchmark 1 - Day 6 (Reflection on End of HS) | 1. Search Survey - REACH 2. Community Building / Circle | | |
| | | | A2, CC7, SEL6 | SEL1, SEL5 | | |
| | | | ASD 2.12 | Search Institute, ASD 5.4 | | |
| 20 | Foothill's SOAR-on-the-Go | Spring Benchmark 1 - Day 7 (Prepare for Exit Interview) | Study Hall | | | |
| | A4 | A2, CC7, SEL6 | A1, A2, A3, A4, A8 | | | |
| | Counseling | ASD 2.12 | ASD 5.2 | | | |
| 21 | Spring Benchmark 1 - Day 8 (Exit Interviews) or Study Hall | Spring Benchmark 1 - Day 9 (Exit Interviews) or Study Hall | Celebration | | | |
| | A2, CC7, SEL6 | A2, CC7, SEL6 | SEL1, SEL5 | | | |
| | ASD 2.12, ASD 5.2 | ASD 2.12, ASD 5.2 | ASD 5.4 | | | |
| 22 | Seniors Finished w/ Finals | | | | End of S2 | |

Benchmark Assessments

In order to backwards plan Advisory and identify our high-leverage standards at each grade level, Advisors created benchmark assessments that crossed all three Advisory buckets. The following table outlines our most up-to-date benchmarks.

| Grade | Sem | Standards | Assessment | Driving Question(s) |
|-------|--------|---------------|--|--|
| 12 | Spring | A2, CC7, SEL6 | Résumé, Cover Letter, Resource Map, Exit Interview | How am I effectively prepared for a productive life after school? |
| 12 | Fall | A7, CC6, SEL5 | Career Poster & Presentation | How will I spend my time, and who will I spend it with? Who and what do I value? |
| 11 | Spring | A8, CC5, SEL8 | Future Fair: SAT Prep or Career Exploration | What are my plans for after high school? What can present me do for future me? How have the choices I made this semester support my goals? |
| 11 | Fall | A4, CC2, SEL2 | Interview Script Writing & Recording | How do I use organization skills and self-control to achieve my goals? How do I communicate my skills effectively to a potential employer? |
| 10 | Spring | A7, CC6, SEL5 | TBD | TBD |
| 10 | Fall | CC5, A8, SEL4 | Career Portfolio: Résumé, Elevator Pitch, Art Piece | What steps can I take to discover and prepare for a career that I will love? |
| 9 | Spring | CC1, A6, SEL1 | TBD | TBD |
| 9 | Fall | CC1, A3, SEL6 | Study Plan & Presentation, Community Resources Poster & Presentation, Letter to Future Advisor | Who am I? Who do I want to be? |

All benchmarks are stored in the Shared Drive, with a standardized overview page consisting of essential questions, standards, project overview, timeline, and rubrics. Benchmarks folders are further subdivided into the different parts of each respective benchmark.

Grading

To ensure consistency across the program, the Advisory Team identified the need for common grading structures that appropriately weight specific assignments and tasks. The grading structure is also in alignment with EPAA's Charter and Five Habits of Mind, so the Advisory gradebook is divided into two of the five habits: Personal Responsibility and Social Responsibility. Because each House emphasizes Personal and Social Responsibility differently, the grading structures reflect the different foci of the respective Houses. The following grading breakdowns support horizontal and vertical alignment:

| LOWER HOUSE (9th & 10th Grade) | | | |
|--------------------------------|-----------------------------------|-----------------|--|
| Habit | Category Name in Gradebook | Category Weight | Sample Items Inside this Category |
| Personal Responsibility (50%) | PR - Benchmark Assessment | 25% | Grades based on rubric for respective benchmark components |
| | PR - Other Advisory Components | 20% | <ul style="list-style-type: none"> • Lessons involving non-benchmark lessons • CNN 10 • Typing • Study hall • Surveys, etc. |
| | PR - SMART Goals | 5% | Setting of attainable SMART Goals during Study Hall and realization of Goal |
| Social Responsibility (50%) | SR - Circuits | 10% | <ul style="list-style-type: none"> • Behavior • Participation • Handout completion / reflection |
| | SR - Community Building / Circles | 10% | <ul style="list-style-type: none"> • Behavior • Participation |
| | SR - SLCs | 10% | <ul style="list-style-type: none"> • SLC Prep • Attendance at SLC • Performance during SLC |
| | SR - Community Service | 10% | Completion of at least 5 academic hours and 7.5 community service hours per semester |
| | SR - Accountability Partner | 10% | Checking-in with accountability partner during Study Hall |

| UPPER HOUSE (11th & 12th Grade) | | | |
|---------------------------------|-----------------------------------|-----------------|--|
| Habit | Category Name in Gradebook | Category Weight | Sample Items Inside this Category |
| Personal Responsibility (75%) | PR - Benchmark Assessment | 37.5% | Grades based on rubric for respective benchmark components |
| | PR - Other Advisory Components | 30% | <ul style="list-style-type: none"> • Lessons involving non-benchmark lessons • CNN 10 • Typing • Study hall • Surveys, etc. |
| | PR - SMART Goals | 7.5% | Setting of attainable SMART Goals during Study Hall and realization of Goal |
| Social Responsibility (25%) | SR - Circuits | 5% | <ul style="list-style-type: none"> • Behavior • Participation • Handout completion / reflection |
| | SR - Community Building / Circles | 5% | <ul style="list-style-type: none"> • Behavior • Participation |
| | SR - SLCs | 5% | <ul style="list-style-type: none"> • SLC Prep • Attendance at SLC • Performance during SLC |
| | SR - Community Service | 5% | Completion of at least 5 academic hours and 7.5 community service hours per semester |
| | SR - Study Group | 5% | Proactive and productive study groups during Study Hall |

The Advisory Team is charged with consistent evaluation of these grading structures and should document any improvements to ensure the program's institutional memory.

Push-In Curriculum Resources

Advisory is grounded in the following three pillars: academic development, career- and college-readiness, and social-emotional learning. In order to support rigorous and structured advising in each of these three areas, the Advisory program partners with individuals who have more expertise in some of these areas. These partners may either be internal, as is the case with the Counseling Department, or can be external, as with our community partners.

COUNSELING DEPARTMENT

The Counseling Department includes one Head Counselor, one School Counselor, and one College Information Specialist (CIS). The grade-level Counselor and CIS push-in primarily to support with graduation requirements, A-G requirements, course registrations, and official transcript checks. In addition to these presentations, the CIS plans the annual school-wide October college field trip. Additional presentations, pull-outs, and supports related to **college-readiness** are available at each grade level, and they are detailed in the first three graphics, titled “#EPAAGoesToCollege: How It Looks in the ____ Grade.”

Furthermore, the Counseling Department is researching local, effective, and cost-sustainable career training programs. The findings are detailed in the “Pathways Toward a Rewarding Career” flowchart and information sheet, which supports **career-readiness**.



#EPAA Goes To College



HOW IT LOOKS IN THE 9th & 10th GRADE

Advisors



Teaching and Designing

With consultation of Scope & Sequence and grade-level Liaison, design and implement lessons to support the following:

- College vocabulary
- Professional email usage
- PSAT test prep
- Time management
- Bulldog Way



Academic Development

- Implement lessons that teach independent study skills and organization
- Monitor attendance on Infinite Campus, monitor grades on Canvas, and make appropriate referrals when concerns arise
- Assist students in setting SMART goals and following-through on them
- Instruct on grades necessary for college



Benchmark Assessments

With consultation of Scope & Sequence and grade-level Liaison, design and implement projects in categories such as:

- Lifestyle Goals
- Career and College
- Personal strengths



Supporting Counseling Dept

Reinforce information from presentations and check-ins from Counseling Department in the following ways:

- Support with scholarship, enrichment program, and summer opportunity application process and remind advisees of deadlines and LOR requests for
- Recommend advisees for college representative visits
- Track community service hours
- Conduct unofficial A-G checks
- During SLCs, encourage students and parents to attend parent information nights

Counseling Department

School Counselor

SC

College Information Specialist

CIS

Early College Director

ECD

push-in support



College Requirements

SC

CIS

Presentation on the following:

- A-G and GPA requirements for colleges
- How to use CaliforniaColleges.edu
- PSAT results analysis



Graduation Requirements

SC

CIS

Presentation on the following:

- Types of courses required
- Number of credits required
- Attendance requirements
- How to read a transcript



Registration

SC

Following official transcript evaluations, students meet one-on-one to register for courses for the following year and summer school, if applicable

pull-out support



College Rep Visits

CIS

Representatives from various colleges and scholarships will give presentations in the College and Career Center



Early College Program

ECD

Two-day presentation to explain and apply for the subsequent year's Early College classes offered through Foothill College



Parent Meetings

SC

Individualized parent-student meetings to address academic concerns, including A-G, graduation, SST, and school apathy.

In addition to the push-in and pull-out supports provided by the Counseling Department during Advisory, they are also available or responsible for the following:

advisor training (in-person or via email / website)

- Infinite Campus
- Canvas
- Community service and enrichment opportunities
- Development of four-year high school plan

parent training (during parent nights)

- Graduation requirements (credits, community service, etc.)
- A-G requirements
- Scholarship and financial aid opportunities
- EPAA attendance policy
- Canvas mobile access

#EPAA Goes To College



HOW IT LOOKS IN THE 11th GRADE

Advisors



Teaching and Designing

With consultation of Scope & Sequence and grade-level Liaison, design and implement lessons to support the following:

- College vocabulary
- Professional email usage
- PSAT test prep
- Time management
- Bulldog Way



Academic Development

- Implement lessons that teach independent study skills and organization
- Monitor attendance on Infinite Campus, monitor grades on Canvas, and make appropriate referrals when concerns arise
- Assist students in setting SMART goals and following-through on them
- Instruct on grades necessary for college



Benchmark Assessments

With consultation of Scope & Sequence and grade-level Liaison, design and implement projects in categories such as:

- Lifestyle Goals
- Career and College
- Personal strengths



Supporting Counseling Dept

Reinforce information from presentations and check-ins from Counseling Department in the following ways:

- Support with scholarship / program applications and remind advisees of deadlines and LOR requests
- Support students in deciding between 4-year vs. 2-year
- Recommend advisees for college representative visits
- Track community service hours
- Conduct unofficial A-G checks
- During SLCs, encourage students and parents to attend parent information nights

The goal of 11th grade Advisory is to prepare students for the college application process. Students will prepare for this by completing very practical steps: preparing for and taking their SAT, thinking broadly about their compelling story for the personal statement, and most importantly, determining whether they will pursue a Bachelor's Associate's or Certificate program after high school.

Counseling Department

School Counselor



College Information Specialist



Early College Director



push-in support



College Requirements



Presentation on the following:

- A-G and GPA requirements for colleges
- Updating CaliforniaColleges.edu
- PSAT results analysis
- SAT sign-ups



Graduation Requirements



Presentation on the types of courses, number of credits, and attendance requirements necessary for graduation



Registration



Following official transcript evaluations, students meet one-on-one to register for courses for the following year and summer school, if applicable

pull-out support



College Rep Visits



Representatives from various colleges and scholarships will give presentations in the College and Career Center



Early College Program



Two-day presentation to explain and apply for the subsequent year's Early College classes offered through Foothill College



Parent Meetings



Individualized parent-student meetings to address academic concerns, including A-G, graduation, SST, and school apathy.

In addition to the push-in and pull-out supports provided by the Counseling Department during advisory, they are also available or responsible for the following:

advisor training (in-person or via email / website)

- Infinite Campus
- Canvas
- Community service and enrichment opportunities
- Update four-year high school plan

parent training (during parent nights)

- Graduation requirements (credits, community service, etc.)
- Scholarship and financial aid opportunities
- a-g requirements
- EPAA attendance policy
- Canvas mobile access

#EPAAAGoesToCollege



HOW IT LOOKS IN THE 12th GRADE

Advisors



Teaching and Designing

Design and teach rigorous test prep for SAT tests



Benchmark Assessments

Design projects and scaffolds to prepare for successful life after high school



Academic Monitoring

- Monitor attendance on Infinite Campus, monitor grades on Canvas, and make appropriate referrals when concerns arise
- Flag students in danger of receiving D's or F's
- Assist students in setting SMART goals and following-through on them



Supporting College Team

Reinforce information from Senior Seminar in the following ways:

- Remind advisees of deadlines for college and scholarship applications, and LOR requests
- In lieu of SLCs, conduct parent meetings in September and March
- Remind students to check university portals

Reinforce information from Counseling Department in the following ways:

- Track community service hours
- Conduct unofficial A-G and graduation checks
- Attend individual meetings between seniors, parents, and School Counselor / Administration when possible
- Connect with College Team if student has updates to post-secondary plan

College Prep Team

School Counselor **SC** EPAAF College Success Counselor **CSC** College Information Specialist **CIS** Senior Seminar **SS**

push-in support



EPAAF Scholarship / Success Program

CSC

Presentation during Fall Semester to introduce requirements and eligibility

pull-out support



College Process

SC

Individuals or groups will be pulled out for check-ins on progress of A-G, credit recovery, graduation, and academics

In the 12th grade, the bulk of college-readiness and college-going culture for four-year bound students lives in Senior Seminar. For two-year bound students, this information lives in Advisory with push-in and pull-out support from the School Counselor and College Information Specialist. Students are encouraged to set-up one-on-one meetings with School Counselor and/or College Information Specialist as questions arise.

Senior Seminar / Advisory

The following items will occur either in Senior Seminar (for four-year bound students) or during Advisory periods with School Counselor and/or College Information Specialist (for two-year bound students).



College Applications

SS SC

Support and monitor completion of college applications in the following ways:

- Assist in refining college list and intended majors based on career of interest
- Instruct on use of Naviance for college applications, LOR requests, and scholarship search (4-yr)
- Support in revisions of personal statements, personal insight, and EOP questions (4-yr)



Student Portals

SS SC

Reinforce the frequent checking of student university portals to ensure:

- To-Do items are completed
- Financial aid documents are finalized

Reinforce the need to check spam email folders and new student university emails



Financing College

SS CIS

Ensure accurate and timely completion of financial aid applications (FAFSA, DREAM Act Application, and CSS Profile); ensure all follow-up documents are mailed to appropriate addresses to receive financial aid package



Cost-Benefit Analysis (4-yr)

SS

In order to weigh the pros and cons of each college decision, students will be instructed to:

- Understand the different types of loans offered through financial aid packages
- Understand the nuances between financial aid packages from different universities
- Consider the financial gap and brainstorm ways to meet this
- Identify tangible supports and organizations students will participate in at their respective universities



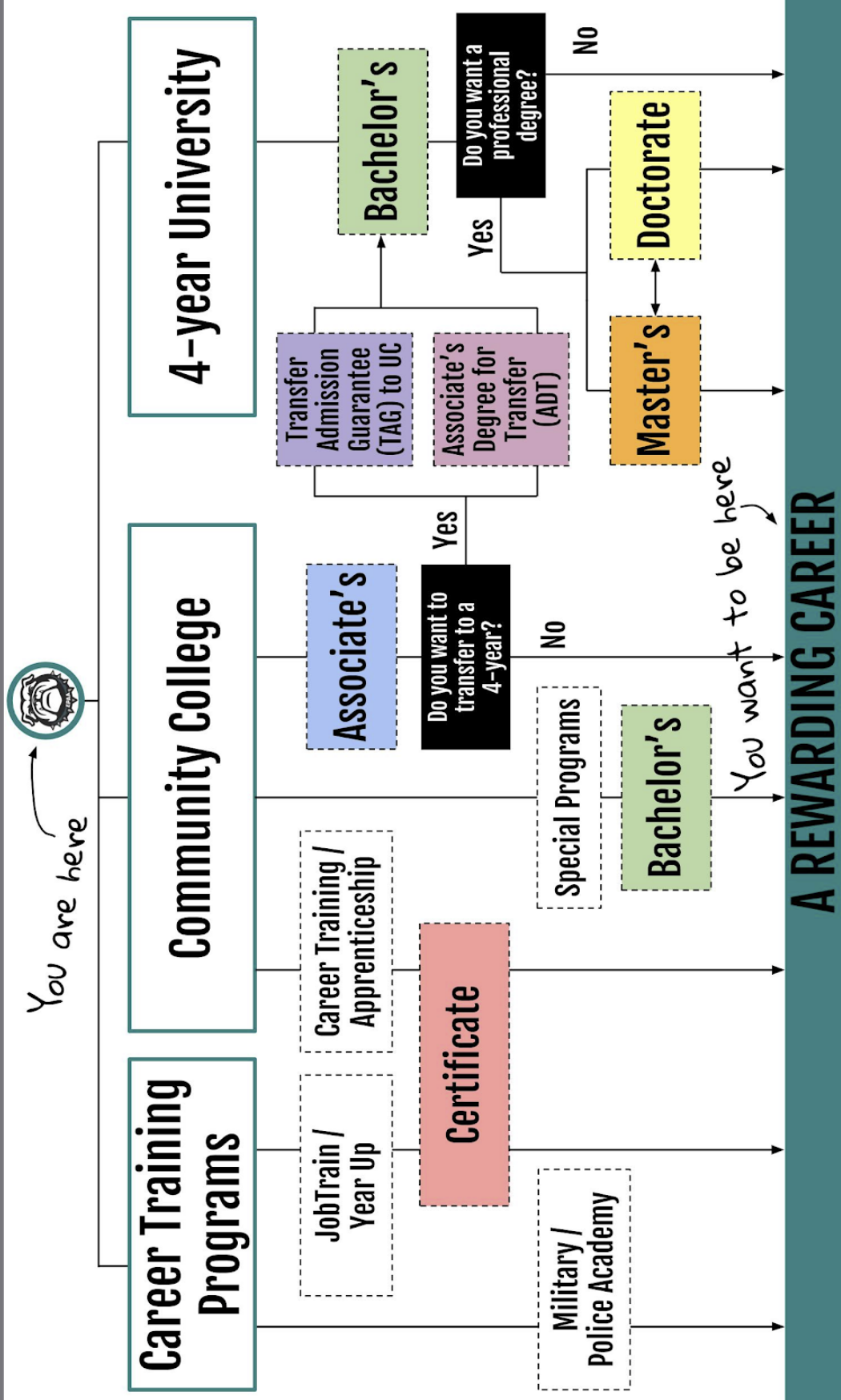
Next Steps (4-yr)

SS

After choosing their college, students will complete:

- Intent to enroll
- Housing and orientation applications
- A mock four-year college plan, detailing the types of courses per semester / quarter



PATHWAYS TOWARD A REWARDING CAREER



PATHWAYS TOWARD A REWARDING CAREER

Career Training Offerings

Either free OR get paid to study

| | | | |
|--|--|--------------------|--|
|  | 11 weeks | Certificate | <u>6 programs</u> : Carpentry, Construction, Culinary Arts, Information Tech (IT), Medical Assistant, Nursing Assistant; also has <u>Work Experience Program</u> (internship w/o Certificate) |
|  | 5.5 months Training 6.5 months Internship | Certificate | <u>2 tracks</u> : Information Tech (IT) or Project Management Support; get paid while learning communication and professional skills, and while strengthening your résumé! |
| Apprenticeships | 5 years | Certificate | <u>2 ways</u> : through community college OR through unions; <u>Programs</u> : Air Conditioning & Refrigeration, Field Ironworkers, Electrician, Painter, Pipe Traders, Plumbing, Sheet Metal, Sound & Communication, Steamfitting & Pipefitting |

Community College Degree Offerings

Financial Aid via FAFSA / CA Dream Act Application

| | | |
|--------------------|--|--|
| Certificate | 16 - 43 units (0.5 - 1.5 years) | Only take classes related to your major; <u>Possible careers</u> : Admin Assistant, Auto Technician, Cosmetologist, Firefighter, Landscaper, etc. |
| Associate's | 60 semester units / 90 quarter units (2 years) | AA / AS; Take everything required of a Certificate + General Education (GE) classes ; <u>Possible careers</u> : anything in community college Certificate, Interior Designer, Paralegal, Real Estate Agent, Veterinary Technician |
| Bachelor's | 120 semester units / 180 quarter units (4 years) | Only <u>15 highly competitive programs</u> at specific colleges in CA; closest are: Dental Hygiene (Foothill) and Respiratory Care Therapy (Skyline) . The other 13 programs include Airframe Manufacturing, Automotive Technology, Emergency Services and Allied Health Systems, Health Information Management, Industrial Automation, Mortuary Science |

3 Ways to Transfer to a 4-year University

- 1** Transfer as an Upper-Division Transfer (UDT)
Transfer w/o Associate's degree; for transfer to CSUs, UCs, and many privates; complete 60 sem / 90 qtr units including **at least 10 general education courses**; minimum 2.0 GPA
- 2** Transfer with Associate's Degree for Transfer (ADT)
Complete AA-T / AS-T which is at least 60 sem / 90 qtr units; for transfer to CSUs, UCs, and many privates; must **complete CSU-GE or IGETC + lower div major classes**; min. 2.0 GPA
- 3** Transfer Admission Guarantee (TAG) to UC
For transfer to UCs only; apply after 30 units; **complete IGETC + lower div major classes**; min. 2.8 - 3.0 GPA

4-Year University Degree Offerings

Financial Aid via FAFSA / CADAA & univ. scholarships

| | | |
|-------------------|--|---|
| Bachelor's | 124 semester units / 180 quarter units (4 years) | BA / BS / BSN / BSE / BFA / etc.; <u>Possible Careers</u> : Architect, Construction Manager, Graphic Designer, Journalist, Nurse, Sales Lead, Software Engineer |
| Master's | 1-2 years AFTER Bachelor's | Can be professional degrees (MSW / MDiv); for specialization (MFA / LLM); or boost résumé and salary (MA / MS / EdM / MBA); <u>Possible careers</u> : Business Manager, Pastor / Priest, Social Worker, Teacher, Counselor, Principal |
| Doctorate | 3-6 years AFTER Bachelor's | Professional degrees PhD / MD / JD / DPT / etc.; <u>Possible careers</u> : College Professor, Dentist, Medical Doctor, Lawyer, Optometrist, Pharmacist, Physical Therapist, Psychologist, Veterinarian |

COMMUNITY PARTNERS

Our community partners primarily push-in to support with the **social-emotional learning (SEL)** components of Advisory. Community partners and their supports are listed below. Contact the Advisory Lead if you have any questions or concerns about these community partners.

| Community Partner | Grade Level(s) Served | Specialty |
|--|-----------------------|---|
| Addiction Education Society | 10th (SEL) | Neuroscience of Addiction: a course about how the brain responds to addiction; students engage in discussions on how addiction impacts families and communities |
| Fresh Lifelines for Youth (FLY) | 9th (SEL) | FLY Law Program: a legal education curriculum geared towards preventing juvenile crime and incarceration |
| Lucile Packard Mental Health Team, also referred to as School Mental Health Team | 9th (SEL) | Break Free from Depression: a psychoeducation course about what depression is, how to recognize it, and how to access resources when there are concerns |
| | 10th (SEL) | Healthy, Empowered Relationships: a trauma-focused cognitive behavioral therapy approach to learning about assertive statements to ensure safety and happiness in romantic relationships |
| Peninsula Conflict Resolution Center (PCRC) | 9th - 12th (SEL) | Community Circles: a non-profit organization with a lens towards Restorative Justice, PCRC facilitates circles in Advisory to build communication skills |

Although the following organizations do not directly push-in to our Advisory classrooms, we borrow and adapt from their curriculum or work with their staff to support with **academic development, career- and college-readiness**, and **social-emotional learning**.

| Organization | Grade Level(s) Served | Specialty |
|---|---------------------------------------|---|
| AJ Tutoring | 11th & 12th (Academic; College) | Curriculum for SAT preparation and practice SAT sessions; see Advisory Lead for logistics and dates for Saturday SAT practice sessions |
| Ecumenical Hunger Program (EHP) | 9th (SEL) | Community Service Field Trip: A food pantry that collects and distributes food within EPA |
| Health Connected | 12th (SEL) | Teen Talk Refresher Course: A sex education course that serves as a refresher to their original 10th grade sex education curriculum |
| Jobs for Youth | 9th (Career) | A part of San Mateo County's Human Resources Department, the organization helps students understand the importance and components of résumé, cover letter, and job search |
| Lucile Packard Health Van | 9th - 12th (SEL) | Although tours are only provided in the 9th grade, students of all grade levels can access services. Staff include: a medical assistant, nurse practitioner, clinical social worker, and dietician |
| Next Gen Personal Finance (NGPF) | 10th - 12th (SEL) | Curriculum for financial literacy that includes lessons, data analysis, and interactive games |
| Stanford University Community Engagement Learning (CEL) | 9th (SEL) | Healthy Relationships: Students from HIST 258 (Sexual Violence in America) developed the curriculum to understand their identity, boundaries with friendships, and boundaries in romantic relationships |
| Various Colleges | 9th - 12th (College) | During the Fall Semester, students can go to the College and Career Center to listen to presentations by Admissions Officers / Representatives about their respective college |
| Youth United for Community Action (YUCA) | 9th (SEL) | Community Service Field Trip: A grassroots youth community organizing group located within walking distance from EPAA |

School-Wide Advisory Structures

In addition to aligning curriculum, we also have common Advisory practices to help students understand the importance of various Advisory components. These practices range from how we track our community service requirement, to how our Advisory classrooms look, to what routines we might reinforce with 5 to 20 minutes at the beginning or end of class.

ACADEMIC AND COMMUNITY SERVICE HOURS

At EPAA, students graduate having completed 100 hours of either community service or academic hours, with at least 60 of those coming solely from community service. The remaining 40 hours can be completed as community service or academic hours, which include attending office hours, after-school tutoring in the Library, or parent information nights. It is strongly encouraged that students complete as many hours as they can, as the 100-hour requirement is a bare minimum. This translates to a minimum of 15 community service hours a year, for 25 total hours.

As students complete community service and academic hours, they are required to have their hours signed off on small cardstock cards like the image on the right. Once these cards are signed, students update their community service trackers, and then give the signed cards to their Advisors for safe keeping.

Student Name _____

PROOF OF SERVICE LEARNING

| | | |
|------------|--------------|-----------------------------|
| Date | Activity | Sponsor Person/Organization |
| | | |
| # of Hours | Phone Number | Signature |
| | | |

Students track their community service hours on a Google Sheet that includes 6 tabs: Total, 9th Grade, 10th Grade, 11th Grade, 12th Grade, and Sample. The template for this tracker is in the Shared Drive, and students make a copy and set up their tracker at the beginning of 9th grade. It is important that students do NOT edit the teal boxes, as they contain important formulas that should not be deleted. Below is a screenshot of a sample 11th Grade tab. As the student populates either the Academic (Column B) or Community Service (Column C) cells, the teal boxes in row 2 will automatically update.

Bruce Bulldog Community Service / Academic Hours Tracker

| | A | B | C | D | E | F |
|---|--------------|---------------------|------------------------------|------------------------------------|--|--|
| 1 | Advisor | ACADEMIC - 11 | COMMUNITY SERVICE - 11 | 11th Grade Total | Please do NOT edit the TEAL boxes. | |
| 2 | | 10 | 15 | 25 | | |
| 3 | Date | # of Academic Hours | # of Community Service Hours | Organization / Location | Activity | What did you gain from this experience? What did you learn about yourself? |
| 4 | 9/11 - 10/09 | | 15 | Laura Nunez & EPAA Volleyball Team | Score Keeper and Line Judge | I gained knowledge on the applicable skills of judging a volleyball match. I learned that I like volleyball! |
| 5 | | 4/6 | 10 | SVUDL, San Jose | Participated in debate against other teams | I gained knowledge on policy debate terms/strategies, and skills in communication and enunciation. I also learned how to work with others in a team, and how to analyze an argument. I learned that I enjoy participating in debate, and feel a strong passion in formal argument. |

As students make changes to grade-level tabs, the teal boxes in the first tab of the student tracker, named the “Total” tab, also automatically updates. A sample for the same student is shown below.

Bruce Bulldog Community Service / Academic Hours Tracker ☆ 📁

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100% \$ % .0 .00 123 Arial 10 B I S A

fx

| | A | B | C | D | E |
|---|---|------------------------|---|-------------------------------------|-----------------|
| 1 | <p>You are expected to complete 100 total community service / academic hours over the course of your four years at EPAA. Of those 100 hours, a minimum of 60 hours must be community service hours. You are encouraged to do more than the minimum required hours. Follow these instructions to keep track of your hours:</p> <ol style="list-style-type: none"> 1. Make a copy of this document and rename the document with your first and last name. 2. Fill in the information in the gray boxes only. Do NOT edit the teal boxes because you will delete your formulas. 3. Share your document with your current advisor, and give them editing rights. 4. Read the "Sample" tab to learn how to use this document. | | | | |
| 2 | | | | | |
| 3 | SUHS Email Address | Full First Name | Full Last Name | Last Name of Current Advisor | Class of |
| 4 | 790000@seq.org | Bruce | Bulldog | Guillaume | 2020 |
| 5 | | | | | |
| 6 | Total Academic Hours | 10 | Please do NOT edit the TEAL boxes. | | |
| 7 | Total Community Service Hours | 15 | | | |
| 8 | Grand Total Hours | 25 | | | |

Completion of these trackers supports alignment of the Advisory program, especially as Advisors hand-off their Advisees between the Lower House and Upper House. After students create their trackers, Advisors link their students’ individual trackers to the school-wide spreadsheet titled “Master Community Service / Academic Hours Tracker,” shown below. The sample student from above can be found in row 62 below.

Master Community Service / Academic Hours Tracker ☆ 📁

File Edit View Insert Format Data Tools Add-ons Help [All changes saved in Drive](#)

100% \$ % .0 .00 123 Calibri 12 B I S A

fx Avina Lopez

| | A | B | C | D | E | F | G | H | I |
|----|--|----------------|------------------|------------------|-------------------|----------------|--------------------|-----------------------|--------------------------------|
| 1 | <p>After your advisees have shared their community service trackers with you, please:</p> <ol style="list-style-type: none"> 1. Open your advisee's tracker, and copy the URL at the top of their spreadsheet. 2. Paste your advisee's link into their respective column A cell of this document. 3. Add a comment and tag Jeanette by writing "@jlok@seq.org" so that I know you have made new edits to this document (I will then populate the formulas). If you just finished a group of students, you only need to comment once. | | | | | | | | |
| 2 | Link to Sheet | Email | ID Number | Last Name | First Name | Advisor | Total Hours | Total Academic | Total Community Service |
| 57 | https://docs.google.com/spreadsheets/d/1... | 789995@seq.org | 789995 | Freshman | Freddy | Guillaume | 0 | 0 | 0 |
| 58 | https://docs.google.com/spreadsheets/d/1... | 789996@seq.org | 789996 | Sophomore | Sandy | Guillaume | 0 | 0 | 0 |
| 59 | https://docs.google.com/spreadsheets/d/1... | 789997@seq.org | 789997 | Junior | Julie | Guillaume | 54.5 | 1.5 | 53 |
| 60 | https://docs.google.com/spreadsheets/d/1... | 789998@seq.org | 789998 | Senior | Sammy | Guillaume | 32 | 0 | 32 |
| 61 | https://docs.google.com/spreadsheets/d/1... | 789999@seq.org | 789999 | Believer | Betsy | Guillaume | 0 | 0 | 0 |
| 62 | https://docs.google.com/spreadsheets/d/1... | 790000@seq.org | 790000 | Bulldog | Bruce | Guillaume | 25 | 10 | 15 |
| 63 | https://docs.google.com/spreadsheets/d/1... | 790001@seq.org | 790001 | Gogetter | Gary | Guillaume | 67 | 0 | 67 |
| 64 | https://docs.google.com/spreadsheets/d/1... | 790002@seq.org | 790002 | Thinker | Tania | Guillaume | 25 | 0 | 25 |

To do this, Advisors paste the student’s URL into their respective cell in column A and click the blue “Allow Access” button. Columns B through I will automatically populate with data

from the student's spreadsheet. In this way, Advisors can quickly scan to see which students are in need of community service hours. In the sample above, this Advisor would be aware that the students in rows 57, 58, and 61 are in serious need of community service hours.

STUDY HALL STRUCTURES

Structured Study Halls can help significantly develop a student's academic skills, improve their grades, and help the Advisor monitor their Advisees' progress. Through both Advisor monitoring and Advisee growth, Study Hall can also be a tool to deepen trust and relationships between Advisor and student. The structures for Study Halls can be divided into those for Advisors, and those for Advisees.

Please note that while possible, it is often unrealistic to complete meaningful one-on-one check-ins with all of your Advisees on a given Study Hall day; there is usually not enough time. It is recommended that Advisors maintain their own personal tracker to identify how frequently they have conducted one-on-one check-ins to ensure that students don't fall through the cracks. In addition to tracking dates of check-ins, the tracker could also contain columns to track conversations that Advisors had with Advisees, such as a column for: attendance concerns, community service plans, concerns with grades, and reminders to self regarding next steps to best support the student. This tracker should not be shared with students because it contains confidential information.

Advisor's Checklist for Study Hall Days:

Advisors can divide their Study Hall tasks into before, during, and after Study Hall. The items detailed below are also available in the Shared Drive, in a document titled "Advisor's Checklist for Study Hall Days." That document contains live links to all the forms and websites.

BEFORE Study Hall Day:

- ☐ On **Infinite Campus**, check **attendance** - should be concerned about morning tardies, tardies in the middle of the day, ditching, unexcused absences, etc.
- ☐ On **Master Community Service Tracker**, check **Community Service Hours** - goal is 10 academic hours & 15 community service hours each year
- ☐ On **Canvas**, check **grades** - should be concerned about grades below a 70%; can also check which assignments and categories need extra attention

DURING Study Hall Day:

- ☐ Open Study Hall slides for students
- ☐ Facilitate student grouping
- ☐ Check SMART goals
- ☐ Monitor student progress
- ☐ 1x1 check-ins (grades, attendance, etc.)

AFTER Study Hall Day:

- ☐ Collect completed Study Hall Checklist from students
- ☐ For concerns, do the following:
 - ☐ Read the Infinite Campus **Intervention Tab** for potential previous interventions, and contact respective staff member if interventions have already taken place
 - ☐ **Parent contact:** Student is not turning in work, has low grades, has poor attendance (especially in AM)
 - ☐ For support in Spanish, contact Parent Coordinator (it is preferred that you call with them)
 - ☐ Log the parent contact in Infinite Campus under **Intervention Tab** after contact is made
 - ☐ **School Counselor questions:** A-G? On track to graduate? Scheduling? Others? See Google Form in Weekly Bulletin.
 - ☐ **Mental Health questions:** Does the student have a change or concern in affect, family dynamics, recent deaths, bullying, housing status, social life, sleep / eating patterns, attendance concerns related to potential mental health concerns, etc.? See Google Form in Weekly Bulletin.
 - ☐ **CARE Team questions:** Does the student need more frequent check-ins? SST? See Google Form in Weekly Bulletin.
- ☐ For positive praises, do the following:
 - ☐ Parent contact - See Parent Coordinator form for positive phone calls in Weekly Bulletin
 - ☐ School Counselor referral form (same form as the one above for School Counselor questions)

Students' Checklist for Study Hall Days:

During the Study Hall period, students also have a specific list of tasks that will help them maximize productivity. The items detailed below are also available in the Shared Drive, in a slide deck titled "Study Hall Steps - Intro." That document will help visually guide the students as they Study well.

- ☐ 1. Check and respond to necessary emails
- ☐ 2. Update community service tracker
- ☐ 3. Check grades on Canvas
- ☐ 4. Set SMART Goal OR identify Point of Confusion for Study Hall
- ☐ 5. Organize planners, binders, notes, backpack, etc. for productive Study Hall
- ☐ 6. Lower House: Check-in with accountability partner; Upper House: Find a study group
- ☐ Optional: I have the following question(s) for my advisor:

The following sections contain a few graphics and guidelines provided in the slides that support the development of a Study Hall vision.

What are SMART Goals or Points of Confusion?

SMART goals are:

SPECIFIC: Focusing on a specific assignment or question

“Work on my solar panel lab” NOT “work on physics”

MEASURABLE: Quantifiable using numbers or other concrete metric

“Finish 3 questions on assignment 4.5” NOT “do math homework”

ACHIEVABLE: Achievable given your time, resources, and capacity

“Read 4 pages of the novel in 15m” NOT “read 20 pages of the novel in 15m”

RELEVANT: Aligned to your overall, IMMEDIATE goals

“Make up the notes I missed last week” NOT “Make up the homework from last month”

TIME-BOUND: Limited by a specific time

“Finish my Spanish interview by the end of study hall” NOT “Finish my interview”

A Point of Confusion is:

- A concept you don't understand
- A question you cannot solve
- A word or term you don't understand
- Information you missed in your notes

Examples:

- If I am only given the diameter, how do I find the area of a circle?
- How much and what types of evidence go into a claim - evidence - reasoning?

How can I productively use my planner?

Cross out items that are done.

Highlight items that are passed due.

Be specific about type of task.

Circle extra important tasks.

Add weekend comm. service events.

Add family events too!

What is an accountability partner or study group?

Advisory Standard A2 calls for accountability partners in the Lower House and study groups in the Upper House. Advisors can consult with their teams to determine whether it is best to choose accountability partners for students or allow students to choose their own partners. The eventual goal is for students to choose their own partners and study groups, as that is the most accurate reflection of life in college. The following guidelines will help students understand how to pick a partner or group:

| An Accountability Partner should be: | A Study Group should: |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Someone you're comfortable with<input type="checkbox"/> Someone with some of the same classes as you<input type="checkbox"/> Someone you can contact easily<input type="checkbox"/> Someone who will keep you on track<input type="checkbox"/> Someone who will NOT distract you | <ul style="list-style-type: none"><input type="checkbox"/> Include people working on the same class or assignment<input type="checkbox"/> Include some people in the same class<input type="checkbox"/> Include people you know as well as people you don't know |

STUDENT-LED CONFERENCES

Student-Led Conferences (SLCs) are integral to the relationship building aspect of our Advisory program. Students across grade levels monitor their grades, their progress towards meeting specific SMART goals, and their daily attendance to prepare a script that they present to a parent or guardian and their Advisor during bi-yearly SLCs. Students receive a substantial Advisory grade for the completion of each SLC.

Understandably, some families are unable to attend an SLC, and in these cases, Advisors can employ creativity to maintain clear communication with the student and their parent or guardian. For example, the Advisor and student can arrange for a phone call with the parent or guardian, with the student present to lead the phone call. If this cannot be arranged, the student might use their script to write a letter to their parent or guardian that outlines the student's progress. The student would get the letter signed and return it to their Advisor.

Recommended SLC Procedures for Advisors:

1. Perform a skit with your class to demonstrate how students can effectively facilitate SLCs; include dos and don'ts.
2. Give students time to go through a part or all of their SLC with a partner (they can make up data if sharing their actual grades, attendance, and graduation progress are too personal).
3. Give students a grade and feedback on their script before the SLC.

4. Collect SLC documents before the SLC and keep them in your classroom.
5. Keep your schedule on a poster in the room so students can see when your SLCs are.
6. Have students call their parents (one by one) to schedule the SLC. Be sure to personally verify the date and time of the meeting at the end of the phone call.
7. Comment on SLCs with your class as they happen. Maintaining a positive dialogue about Student-Led Conferences can make a huge difference in the quantity and quality of our SLCs.
8. Call parents within 24 hours of the SLC to confirm their attendance.
9. Invite a member of the CARE Team to an SLC if a student needs extra support. Be sure to talk to the student about it ahead of time.
10. Make arrangements with a translator, if necessary.

If you are scheduling an SLC during the school day and the student is in class, please adhere to the following protocol:

1. Before making the appointment, please verify that the student is able to miss instructional time from their respective class(es).
2. Be respectful if a teacher is unable to release a student at your requested instructional time.
3. Please make sure the SLC does not last any longer than 30 minutes.

COMMUNITY BUILDING / COMMUNITY CIRCLES

Creating the Advisory community that some like to call the “Advisory Family” takes a lot of fun, intentional, and structured bonding time. The following is a menu of options to help you choose how to spend your Community Building / Community Circle days:

| Activity | Advisory Standard(s) | Description / Resources |
|-------------------------|----------------------|---|
| Advisory Bulletin Board | SEL 1, 3, 5 | <p>Devote a dedicated part of your classroom to Advisory; this ensures every student has valuable real estate somewhere on campus. At the beginning of the year, create an assignment where students create a collage of pictures, which can include your Advisees with people they respect and look up to, and ask students to share their collages with the class.</p> <p>This bulletin board can be updated throughout the year on different community building days. Students can also add their hopes and goals for their futures. If teachers write Shout Outs to your Advisees, read them out loud and staple them next to their name / picture so that the board is a physical representation of your Advisees’ successes.</p> |

| Activity | Advisory Standard(s) | Description / Resources |
|--------------------------|----------------------|---|
| Celebration | SEL 1 | <p>These are special community building days that have been accounted for in the Advisory sequence. They usually occur the day before Thanksgiving break and before Finals and involve a potluck and/or ordering food. Please remember to notify EPAA's Food Service staff to inform them ahead of time so they can order less from the district.</p> <p>During the celebration itself, Advisors can create structured activities by doing one or more of these to ensure that Advisor and Advisees are interacting and building community:</p> <ul style="list-style-type: none"> ➤ <u>Family time</u> - Sit at one big table, eat, and share answers to reflection questions ➤ <u>Games</u> - Jeopardy, Bingo, Taboo, Apples to Apples, etc. (see the Advisory Lead for more games) ➤ <u>Movie</u> - Watch Netflix while eating food (ask an Advisee to help you log in if you don't have an account) ➤ <u>Thank You cards</u> - Spend time writing thank you cards to EPAA staff, family members, or each other |
| Class Challenges / Games | SEL 8 | <p>Class challenges and games can include the classic team builders such as human knot or building the highest tower with marshmallows and toothpicks. Additional games can be found at www.playworks.org or www.greatgroupgames.com. To make things more interesting, invite another Advisory of your grade level to a friendly competition, or better yet, do a grade level-wide competition!</p> <p>For a more modern spin to challenges, you can also engage the class in an escape room-type challenge. This requires slightly more advanced planning, as you will need to order color copies from Reprographics and may need to cut up some documents ahead of time. Four escape room challenges of varying difficulty levels currently live in the Shared Drive, under "Community Building / Circles / Celebrations."</p> <p>A powerful way to debrief class challenges is to do so in a Circle. The shared experience of the challenge will allow students to more readily offer something to the Circle.</p> |
| Community Circle | SEL 1, 3, 5 | <p>The purpose of Circles is to create safe spaces that allow for more structured forms of dialogue. They foster speaking and listening from our hearts and creates a unique spirit of collectivism. A more detailed description of Circles, along with sample Circle norms, are on page 60.</p> |
| Makerspace | SEL 1 | <p>Partner with the CTE Teacher / Makerspace Manager and invite them to co-create Advisory goods with you and your Advisees, which can include Advisory class keychains (laser cutter), shirts (heat press), stickers (vinyl cutter), and more. Sign-up is required.</p> |
| Walking Field Trip | SEL 7 | <p>These trips are often the reward system for class-wide achievement of SMART Goals. For example, an Advisory can earn a walking field trip if all students can meet a pre-determined number of goals.</p> |

ACTIVITIES FOR 5 - 20 EXTRA MINUTES

We believe that every minute of instruction is valuable. These activities, which last for 5 - 20 minutes, can be pre-planned into the Advisory period as an opener or closer for the day. They can also be used as activities should you find yourself with 5 - 20 minutes of spare time after your lesson has been completed earlier than anticipated. Choose from the following menu of items:

| Activity | Advisory Standard(s) | Where to Find Resources |
|--------------------------------|----------------------|---|
| Current Events | SEL5 | www.cnn.com/cnn10 - Also known as CNN 10, this provides a 10 minute video of the day's global news; it is geared towards students. An accompanying CNN 10 reflection packet is available for Lower House students. |
| Math Drills | A3, A2 | Worksheets to help students practice page-long math techniques. Worksheets can be untimed, timed, or used as competition between students [and Advisor]. www.math-drills.com - Select a topic, select a worksheet, then click the red Print button. Answer keys also provided. |
| Puzzles | SEL8 | Anything that requires critical thinking, such as logic puzzles or sudoku puzzles that can be found online can be used as one-time growth mindset activities to boost grit and mindset. |
| Sustained Silent Reading (SSR) | A3, A2 | Although the Advisory calendar doesn't allow for true sustained and consistent SSR, see Advisory Shared Drive for how to best implement SSR in Advisory. |
| Typing | CC2, A1 | www.typing.com - To LEARN proper finger placement on a keyboard, starting from letters, to simple words, to paragraphs; students can jump to different lessons out of sequence without an account. www.nitrotype.com - For PRACTICE typing, either on their own or to compete against others; students can create accounts to save progress and upgrade to cars such as The Gotham or NASA Shuttle. |

As with many Advisory lessons, a debrief after these 5 - 20 minute activities about their connections to the Bulldog Way (Love, Attitude, Mindset, Grit, and Power) can help further ingrain learning (see next page).

DEBRIEFING LESSONS WITH ADVISEES

In addition to the Five Habits of Mind, EPAA strives to instill the 5 qualities of the Bulldog Way: Love, Attitude, Mindset, Grit, and Power. The graphic below defines each of these qualities.

★ KEEP IT 100 ★ I GOT YOU ★ STRENGTH IN NUMBERS ★ ALL IN! ★

DON'T QUIT ★ DIG DEEP ★ SHOW SOME HEART ★ GRIND TILL YOU SHINE ★ SI, SE PUEDE

THE BULLDOG WAY

BULLDOG LOVE

Understanding the value of and strength that comes from our community. Together, everyone achieves more. Bulldogs protect the relationships within this community, show love and respect to one another and ourselves, and have pride in who we are and where we come from.

BULLDOG ATTITUDE

Understanding the value of education and personal development. Education is the key to success; Bulldogs value every minute of it, which means we come early to class (Bulldog Time) and make the most of our opportunity to learn by staying focused, participating, and asking questions.

BULLDOG MINDSET

Practicing a growth mindset, understanding that failures and challenges are a crucial part of the process towards success. Bulldogs have the resilience and the courage to overcome our fear of failing and believe that we are capable of doing anything we set our minds to. Bulldogs embrace difficult tasks and constructive feedback, because it's what we need to help us improve; we care about growth, not just whether or not we met our goal, and we feel inspired, not discouraged, when we see others succeed.

BULLDOG GRIT

Having that fighting spirit, the endurance, perseverance, and passion that keeps you going. It means being tenacious and relentless, never quitting or giving up. Bulldogs endure through the long, the hard, the "boring," and the "impossible."

BULLDOG POWER

Feeling empowered to make change and create opportunities. Through our choices, Bulldogs strive to become more and step up as leaders, with the power to impact our lives, our communities, and the global society.

BE PRESENT ★ EVERY MOMENT COUNTS ★ HANDLE YOURS ★ DON'T HATE, PARTICIPATE

★ EVEN THE BEST FAIL ★ EMBRACE FEEDBACK ★ ...YET ★ TAKE THE RISK ★

Reflection questions at the end of every activity can, but do not always have to, incorporate connections to the Bulldog Way. The following reflection questions can be applied to almost all Advisory lessons to deepen critical and creative thinking, and to help students begin to apply knowledge:

1. Which Bulldog Way quality (Love, Attitude, Mindset, Grit, and Power) do you feel like you developed / practiced during today's Advisory lesson? Why?
2. How can you apply what you learned in today's Advisory lesson to your other classes this school year? To next year?
3. How can you apply what you learned in today's Advisory lesson to your personal life outside of school?

For a more structured debrief of Advisory lessons, such as when debriefing push-in circuits that span 3 - 5 days, it is recommended that a number of the following occur on the debrief day:

- ☐ Process notes (continue through the various steps of AVID's Focused Note-Taking procedure) that were taken during the circuits
- ☐ Pre-write: biggest takeaways, lingering questions, applications, connections, etc.
- ☐ Discuss in a small group / whole-class format
 - ☐ Socratic Seminar
 - ☐ Philosophical Chairs
 - ☐ Inner Circle / Outer Circle

AVID IN ADVISORY









Advancement Via Individual Determination (AVID) is an organization geared towards building college readiness in students. It was founded in 1980, and has since served over 1 million students with demographics similar to that of EPAA students. We hope to infuse more of AVID's academic monitoring and development strategies into our Advisory program, and are beginning to understand how AVID's Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies can be incorporated into our Advisory program as well. The Advisory Team is charged with consistent evaluation of AVID incorporation into Advisory and should document any improvements or changes to ensure the program's institutional memory.

Additional Resources

In addition to scope and sequence, benchmarks, grading, and school-wide structures, this resource section is meant to describe in more detail, the guiding principles of our Advisory program. Although Advisors will likely not reference this section as much as the previous sections on a day-to-day basis, it is here to remind us of the big picture.

ONLINE ADVISORY FOLDER

EPAA has a Shared Drive called “Advisory at EPAA.” The folder is broken down into the same sections as this handbook, and a screenshot is shown below:

| Name | ↑ |
|---|---|
|  | 01 - Scope & Sequence of Advisory Standards / Objectives |
|  | 02 - Benchmark Assessments |
|  | 03 - Grading |
|  | 04 - Push-In Curriculum Resources |
|  | 05 - School-Wide Advisory Structures |
|  | 06 - Additional Resources |
|  | Advisory Calendar 2019 - 2020  |

The Advisory Calendar spreadsheet, which is at the bottom of this Shared Drive and does not live in any folder, is the document used to schedule any push-in or pull-out circuits during Advisory. It is important to check back regularly, as schedules may change for some of our partners. Each row of color corresponds to a grade level, so blue is 9th grade, green is 10th, yellow is 11th, and red is 12th.

| A | B | C | D | E |
|-------|---|--|-----------|---|
| | Monday | Tuesday | Wednesday | Thursday |
| | 3/4/2019 | 3/5/2019 | | 3/7/2019 |
| 9th: | GOG Spring Registration - Mok EHP-Nadeau | FLY 1 - Nadeau, Gomar, Hayes GOG Spring Registration - Sobomehin EHP-Mok | | GOG Spring Registration - Nadeau Lok Community Service Support - Mok 12:45 - 1:15pm |
| 10th: | | Healthy Relationships 1 - Andy (Helen), Shin (Aimee), Otte (Rory) | | Healthy Relationships 2 - Nuñez, Ceseña |
| 11th: | | SAT Prep | | |
| 12th: | Study Hall | Future Profits / Cañada College presentation | | Exhibition - Brentwood |

ORGANIZATIONAL ROUTINES AND STRATEGIES

To ensure that the Advisory course runs smoothly, the following are some routines and strategies that can be employed to help facilitate a productive period.

Time Management

Advisors can choose from a variety of openers and closers depending on the length of time it takes to complete the “meat” of the lesson. The table below puts together four sample days. It is important to highlight that the opening activity for some days, such as CNN 10 or math drills, may take no more than 15-20 minutes. For other days, the opening might take 30-45 minutes, especially if it is a class challenge. At other times, the opening may take only 5 minutes, such as a check-in would, if the meat of the lesson is anticipated to run for 70 of the 80 minutes.

| | Sample Day 1 | Sample Day 2 | Sample Day 3 | Sample Day 4 |
|---------|-------------------------------------|--|--|--|
| Opening | CNN 10 & Reflection + Announcements | Journaling + Announcements | Fist-to-five, How are you feeling? + Announcements | Announcements + Community Builder: Class Challenge |
| Middle | Benchmark Lesson | Non-benchmark lesson (e.g. how to study, delayed gratification, etc.) | Study Hall | Debrief challenge in Circle, then share hopes and goals for the upcoming break |
| Closing | Give shout outs / appreciations | Reflection Questions (see school-wide structures for debriefing lessons) | Study Hall debrief | Math drills |

NOTE: Announcements are created by Advisory teams, and can include reminders to turn in important signed documents, important dates for testing or graduation, important upcoming community service events, or upcoming changes to the bell schedule.

Classroom Management

Creating structure in Advisory will support with classroom management, just as it does in other content courses. These include:

- Seating chart
- Jobs and roles (clean, management materials, coach conversations, etc.)
- Accountability buddies

CREDIT RECOVERY

Students who fail Advisory are able to recover one semester of Advisory during Summer School. During this time, students will complete a benchmark assessment that incorporates academic development, career- and college-readiness, and social-emotional learning standards. Development of additional credit recovery options for students who fail multiple semesters of Advisory is currently underway.

ABOUT THE CIRCLE PROCESS

What Do We Mean by “Circle”?

Living Justice Press [adapted]

What we understand as the “Circle process” has been a part of the community life of Indigenous peoples around the world for millennia. And different Indigenous peoples have their own ways of conducting Circle-type processes.

Non-Natives who now use talking Circles have, directly or indirectly, learned Circle values and practices from Indigenous people. The process is endlessly adaptable to different situations and cultures. Non-Native Circle practitioners use elements that are culturally appropriate and comfortable for those in their group. This happens organically.

So, while we are attempting to give a description of the Circle process here as many of those we know practice it, we do not view ourselves as an “authority” on the subject. Rather, because the term “Circle” has gained a wide usage, we simply want to indicate for newcomers what is generally meant.

As we understand the Circle process from many of the Circle people we know, “Circle” refers to a process of facilitating dialogue wherein:

1. A talking piece is the primary mode of regulating the conversation, so that each person has an equal opportunity to speak.
2. Participants engage in an intentional conversation about values and a set of guidelines for how they want to be together.
3. The process opens and closes with some form of ceremony.

4. Building relationships precedes and is treated as equally important as tackling difficult issues.

Not all people who describe their work as Circles engage all aspects of the process. Sometimes that is fine; other times the experience is less than what it could be. For example, a friend told us that she wasn't too keen on Circles. She had attended one where participants "ganged up" on the person they deemed to be "the problem" and then told the person what to do. Needless to say, this is not our understanding of how Circles work.

Also, some YouTube clips show people sitting in a circle but not using a talking piece. They also show participants going right into talking about the conflict without first exploring shared values, agreeing on guidelines, or spending time building relationships and an understanding of each other. Again, Circles engage these processes in order to create a safe space for all the participants and to build good relations that endure beyond addressing the immediate conflict or harm.

In Indigenous societies, coming together in a circle has been as natural as sitting around a fire and reflecting on shared concerns. It inspires a different quality of conversation. People tell stories and share experiences. We are more likely to speak from our hearts and listen from our hearts as well. We want to experience each other not as adversaries but as fellow human beings. We find a place where we can share what is going on with us, whatever that may be.

The Circle process brings these qualities into modern experience. Circles offer a different way of dealing with the challenges of every day life as well as of responding to the larger challenges we face. Circles help us learn how to "be in a good way" with each other, and they give us a place and time to practice this positive way of being.

Circles draw on our best values;
Circles help participants respond from one's best self;
Circles build community;
Circles create a space for deep listening and being heard;
Circles generate mutual understanding and respect;
Circles honor all voices equally;
Circles make decisions by consensus;
Circles cultivate mutual support;
Circles honor the gifts, knowledge, talents, and experiences that each participant brings.

Though participants may not realize it at first, Circles offer a structured form of dialogue. The idea is that we can engage in difficult conversations most fruitfully when we first nurture our shared values. Setting aside time up front to build relationships based on what we have in common, Circles create a safe space for participants to express different viewpoints and strong emotions as they discuss difficult issues later on. The process is useful for both communicating and making decisions.

Participating in Circles is inherently transformative, because we experience the world from more perspectives than our own. Drawing on diverse knowledge and experiences, Circles generate options and solutions that are often outside the box of conventional thinking and that often go beyond what one person could generate on their own.

Circle Norms

1. Circle: This is a safe time to share. Remember to be respectful and follow guidelines.
2. Respect the Talking Piece: Only the person with the talking piece may speak.
3. Speak from your heart
4. Listen with your heart
5. Speak with respect: Please only speak from your experience. Use “I.”
6. Listen with respect: Do not interrupt or ask questions. Let the person share what they want to share.
7. Remain in the circle: Do not leave the circle during circle time.
8. Honor privacy: Do not share what others say here. Do not speak with classmates about what was shared in the circle. If they want to talk about it, they will bring it up.

41 DEVELOPMENTAL ASSETS

The Search Institute’s 40 Developmental Assets are research based virtues that EPAA strives to develop in our youth to help them realize our vision. Although the Search Institute officially recognizes 40 Assets, we believe the 41st Asset, Positive Cultural Identity, is crucial to our youths’ asset profile. EPAA students complete yearly anonymous Search Institute surveys to help staff collect and analyze data to understand what lessons should be implemented to support student development. Though we value all 41 Assets, advisors work to explicitly develop the **bolded** assets below:

| | Category | Asset Name and Definition |
|-----------------|---------------------------|---|
| External Assets | Support | <p>1. FAMILY SUPPORT - Family life provides high levels of love and support</p> <p>2. POSITIVE FAMILY COMMUNICATION - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)</p> <p>3. OTHER ADULT RELATIONSHIPS - Young person receives support from three or more non-parent adults</p> <p>4. CARING NEIGHBORHOOD - Young person experiences caring neighbors</p> <p>5. CARING SCHOOL CLIMATE - School provides a caring, encouraging environment</p> <p>6. PARENT INVOLVEMENT IN SCHOOLING - Parent(s) are actively involved in helping young person succeed in school</p> |
| | Empowerment | <p>7. COMMUNITY VALUES YOUTH - Young person perceives that adults in the community value youth</p> <p>8. YOUTH AS RESOURCES - Young people are given useful roles in the community</p> <p>9. SERVICE TO OTHERS - Young person serves in the community one hour or more per week</p> <p>10. SAFETY - Young person feels safe at home, school, and in the neighborhood</p> |
| | Boundaries & Expectations | <p>11. FAMILY BOUNDARIES - Family has clear rules and consequences and monitors the young person's whereabouts</p> <p>12. SCHOOL BOUNDARIES - School provides clear rules and consequences</p> <p>13. NEIGHBORHOOD BOUNDARIES - Neighbors take responsibility for monitoring young people's behavior</p> <p>14. ADULT ROLE MODELS - Parent(s) and other adults model positive, responsible behavior</p> <p>15. POSITIVE PEER INFLUENCES - Young person's best friends-model responsible behavior</p> <p>16. HIGH EXPECTATIONS - Both parent(s) and teachers encourage the young person to do well</p> |
| | Constructive Use of Time | <p>17. CREATIVE ACTIVITIES - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts</p> <p>18. YOUTH PROGRAMS - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community</p> <p>19. RELIGIOUS COMMUNITY - Young person spends one or more hours per week in activities in a religious institution</p> <p>20. TIME AT HOME - Young person is out with friends "with nothing special to do" two or fewer nights per week</p> |

| | | |
|-----------------|-------------------------------|---|
| Internal Assets | Commitment to Learning | <p>21. ACHIEVEMENT MOTIVATION - Young person is motivated to do well in school</p> <p>22. SCHOOL ENGAGEMENT - Young person is actively engaged in learning</p> <p>23. HOMEWORK - Young person reports doing at least one hour of homework every school day</p> <p>24. BONDING TO SCHOOL - Young person cares about her or his school</p> <p>25. READING FOR PLEASURE - Young person reads for pleasure three or more hours per week</p> |
| | Positive Values | <p>26. CARING - Young person places high value on helping other people</p> <p>27. EQUALITY AND SOCIAL JUSTICE - Young person places high value on promoting equality and reducing hunger and poverty</p> <p>28. INTEGRITY - Young person acts on convictions and stands up for her or his beliefs</p> <p>29. HONESTY - Young person "tells the truth even when it is not easy."</p> <p>30. RESPONSIBILITY - Young person believes accepts and takes personal responsibility</p> <p>31. RESTRAINT - Young person believes it is important not to be sexually active or to use alcohol or other drugs</p> |
| | Social Competencies | <p>32. PLANNING AND DECISION MAKING - Young person knows how to plan ahead and make choices</p> <p>33. INTERPERSONAL COMPETENCE - Young person has empathy, sensitivity, and friendship skills</p> <p>34. CULTURAL COMPETENCE - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds</p> <p>35. RESISTANCE SKILLS - Young person can resist negative peer pressure and dangerous situations</p> <p>36. PEACEFUL CONFLICT RESOLUTION - Young person seeks to resolve conflict nonviolently</p> |
| | Positive Identity | <p>37. PERSONAL POWER - Young person feels he or she has control over "things that happen to me."</p> <p>38. SELF-ESTEEM - Young person reports having a high self-esteem</p> <p>39. SENSE OF PURPOSE - Young person reports that "my life has a purpose."</p> <p>40. POSITIVE VIEW OF PERSONAL FUTURE - Young person is optimistic about her/his personal future</p> <p>41. POSITIVE CULTURAL IDENTITY - Young person feels proud of her/his cultural background</p> |

SUGGESTED SYLLABI

The following documents serve as a template for Advisory teams as they begin creating syllabi for their Advisories.

SYLLABUS FOR ADVISORY 9th GRADE

Course Description:

Advisory focuses on three main concepts: **academic monitoring, career- and college-readiness**, and **social-emotional learning**. We will focus on the knowledge, skills and dispositions needed for success at East Palo Alto Academy (EPAA) as well as a complex world.

Classroom Norms:

1. Always demonstrate personal and social responsibility
2. One mic
3. Maintain the privacy of your classmates

Privacy Agreement:

This room is a **SAFE SPACE**. Since I ask you to share your stories with me and with each other, it is absolutely critical that what is shared in this classroom **stays here**. Any personal information shared here is private.

Mandated Reporting:

I would like to remind you that I am a mandated reporter. If you reveal that you have been sexually abused, physically abused, mentally abused, and/or neglected. I am required by law to report it. I am also required to report if you disclose that you have plans to harm yourself or others. If you want to know more about this law, talk to me.

Electronics Policy:

Cell phones and other electronic devices CANNOT be used in class. They must remain invisible AT ALL TIMES (which also means they cannot be charged during class).

- 1st offense: I will take it for you to retrieve after class
- 2nd offense: I will give it to the office and you can get it at the end of the day
- 3rd offense: I will give it to the office and a parent/guardian will need to come get it from school

Tardy and Absence Policy:

All students who arrive late must come with a pass. Remember that 12 absences after 3 cuts results in an automatic fail.

Advisor Support:

While one of my roles is to be your biggest advocate on campus, I may also refer you to others who have more expertise in your areas of need as it relates to academics, career and college, and social-emotional well-being. In those situations, I will connect with you about who and what I will be referring you for.

Supplies:

Students will be responsible for bringing materials to class every day:

- ☐ Pens / pencils
- ☐ 3-ring binder / folder for Advisory
- ☐ Materials for study hall days, which include: work from other classes, planner, organized and clean backpack

| Academic Development | Career- and College-Readiness | Social-Emotional Learning |
|---|---|---|
| <ul style="list-style-type: none"> • Develop study skills • Participate in study hall • Study with accountability partner • Set SMART goals | <ul style="list-style-type: none"> • Research colleges and careers • Understand desired quality of life goals | <ul style="list-style-type: none"> • Build community • Understand and articulate personal strengths • Develop identity |

See your Advisor for a more detailed description of Advisory standards and a sample sequence for the year.

GRADING SCALE

| Performance Level | Grade |
|--|--------------|
| Exceeding the Standard / XS- to XS+ | A- to A+ |
| Mastery of the Standard / MS- to MS+ | B- to B+ |
| Competency in the Standard / CS- to CS+ | C- to C+ |
| Emerging Competency / EC- to EC+ | D- to D+ |
| Not Enough Understanding / NU | F |

GRADING BREAKDOWN

| Personal Responsibility (PR) - 50% | Social Responsibility (SR) - 50% |
|--|--|
| PR - Benchmark Assessment - 25% PR - Other Advisory Components - 20% PR - SMART Goals - 5% | SR - Circuits - 10% SR - Community Building / Circles - 10% SR - SLCs - 10% SR - Community Service - 10% SR - Accountability Partner - 10% |

[Teacher Name]

Office Hours: [insert your office hours]

[Teacher email]

[Room number]

SYLLABUS FOR ADVISORY 10th GRADE

Course Description:

Advisory focuses on three main concepts: **academic monitoring, career- and college-readiness**, and **social-emotional learning**. We will focus on the knowledge, skills and dispositions needed for success at East Palo Alto Academy (EPAA) as well as a complex world.

Classroom Norms:

1. Always demonstrate personal and social responsibility
2. One mic
3. Maintain the privacy of your classmates

Privacy Agreement:

This room is a **SAFE SPACE**. Since I ask you to share your stories with me and with each other, it is absolutely critical that what is shared in this classroom **stays here**. Any personal information shared here is private.

Mandated Reporting:

I would like to remind you that I am a mandated reporter. If you reveal that you have been sexually abused, physically abused, mentally abused, and/or neglected. I am required by law to report it. I am also required to report if you disclose that you have plans to harm yourself or others. If you want to know more about this law, talk to me.

Electronics Policy:

Cell phones and other electronic devices CANNOT be used in class. They must remain invisible AT ALL TIMES (which also means they cannot be charged during class).

- 1st offense: I will take it for you to retrieve after class
- 2nd offense: I will give it to the office and you can get it at the end of the day
- 3rd offense: I will give it to the office and a parent/guardian will need to come get it from school

Tardy and Absence Policy:

All students who arrive late must come with a pass. Remember that 12 absences after 3 cuts results in an automatic fail.

Advisor Support:

While one of my roles is to be your biggest advocate on campus, I may also refer you to others who have more expertise in your areas of need as it relates to academics, career and college, and social-emotional well-being. In those situations, I will connect with you about who and what I will be referring you for.

Supplies:

Students will be responsible for bringing materials to class every day:

- ☐ Pens / pencils
- ☐ 3-ring binder / folder for Advisory
- ☐ Materials for study hall days, which include: work from other classes, planner, organized and clean backpack

| Academic Development | Career- and College-Readiness | Social-Emotional Learning |
|--|---|---|
| <ul style="list-style-type: none"> ● Refine study skills ● Participate in study hall ● Study with accountability partner ● Set SMART goals | <ul style="list-style-type: none"> ● Research colleges and career fields ● Develop job-readiness skills ● Align academic transcript with admissions requirements for college | <ul style="list-style-type: none"> ● Build community ● Develop and foster ability to contribute positively in a diverse society |

See your Advisor for a more detailed description of Advisory standards and a sample sequence for the year.

GRADING SCALE

| Performance Level | Grade |
|--|--------------|
| Exceeding the Standard / XS- to XS+ | A- to A+ |
| Mastery of the Standard / MS- to MS+ | B- to B+ |
| Competency in the Standard / CS- to CS+ | C- to C+ |
| Emerging Competency / EC- to EC+ | D- to D+ |
| Not Enough Understanding / NU | F |

GRADING BREAKDOWN

| Personal Responsibility (PR) - 50% | Social Responsibility (SR) - 50% |
|--|--|
| PR - Benchmark Assessment - 25% PR - Other Advisory Components - 20% PR - SMART Goals - 5% | SR - Circuits - 10% SR - Community Building / Circles - 10% SR - SLCs - 10% SR - Community Service - 10% SR - Accountability Partner - 10% |

SYLLABUS FOR ADVISORY 11th GRADE

Course Description:

Advisory focuses on three main concepts: **academic monitoring, career- and college-readiness**, and **social-emotional learning**. We will focus on the knowledge, skills and dispositions needed for success at East Palo Alto Academy (EPAA) as well as a complex world.

Classroom Norms:

1. Always demonstrate personal and social responsibility
2. One mic
3. Maintain the privacy of your classmates

Privacy Agreement:

This room is a **SAFE SPACE**. Since I ask you to share your stories with me and with each other, it is absolutely critical that what is shared in this classroom **stays here**. Any personal information shared here is private.

Mandated Reporting:

I would like to remind you that I am a mandated reporter. If you reveal that you have been sexually abused, physically abused, mentally abused, and/or neglected. I am required by law to report it. I am also required to report if you disclose that you have plans to harm yourself or others. If you want to know more about this law, talk to me.

Electronics Policy:

Cell phones and other electronic devices CANNOT be used in class. They must remain invisible AT ALL TIMES (which also means they cannot be charged during class).

- 1st offense: I will take it for you to retrieve after class
- 2nd offense: I will give it to the office and you can get it at the end of the day
- 3rd offense: I will give it to the office and a parent/guardian will need to come get it from school

Tardy and Absence Policy:

All students who arrive late must come with a pass. Remember that 12 absences after 3 cuts results in an automatic fail.

Advisor Support:

While one of my roles is to be your biggest advocate on campus, I may also refer you to others who have more expertise in your areas of need as it relates to academics, career and college, and social-emotional well-being. In those situations, I will connect with you about who and what I will be referring you for.

Supplies:

Students will be responsible for bringing materials to class every day:

- ☐ Pens / pencils
- ☐ 3-ring binder / folder for Advisory
- ☐ Materials for study hall days, which include: work from other classes, planner, organized and clean backpack

| Academic Development | Career- and College-Readiness | Social-Emotional Learning |
|---|---|---|
| <ul style="list-style-type: none"> ● Refine study skills ● Participate in study hall ● Form study groups for effective and self-sufficient studying ● SAT preparation or math and English skill-building ● Set SMART goals | <ul style="list-style-type: none"> ● Research colleges and careers ● Match careers with desired quality of life, skills, and habits ● Evaluate academic transcript with respect to eligibility for college | <ul style="list-style-type: none"> ● Build community with a new Advisory ● Financial literacy |

See your Advisor for a more detailed description of Advisory standards and a sample sequence for the year.

GRADING SCALE

| Performance Level | Grade |
|--|--------------|
| Exceeding the Standard / XS- to XS+ | A- to A+ |
| Mastery of the Standard / MS- to MS+ | B- to B+ |
| Competency in the Standard / CS- to CS+ | C- to C+ |
| Emerging Competency / EC- to EC+ | D- to D+ |
| Not Enough Understanding / NU | F |

GRADING BREAKDOWN

| Personal Responsibility (PR) - 75% | Social Responsibility (SR) - 25% |
|--|---|
| PR - Benchmark Assessment - 37.5% PR - Other Advisory Components - 30% PR - SMART Goals - 7.5% | SR - Circuits - 5% SR - Community Building / Circles - 5% SR - SLCs - 5% SR - Community Service - 5% SR - Accountability Partner - 5% |

SYLLABUS FOR ADVISORY 12th GRADE

Course Description:

Advisory focuses on three main concepts: **academic monitoring, career- and college-readiness**, and **social-emotional learning**. We will focus on the knowledge, skills and dispositions needed for success at East Palo Alto Academy (EPAA) as well as a complex world.

Classroom Norms:

1. Always demonstrate personal and social responsibility
2. One mic
3. Maintain the privacy of your classmates

Privacy Agreement:

This room is a **SAFE SPACE**. Since I ask you to share your stories with me and with each other, it is absolutely critical that what is shared in this classroom **stays here**. Any personal information shared here is private.

Mandated Reporting:

I would like to remind you that I am a mandated reporter. If you reveal that you have been sexually abused, physically abused, mentally abused, and/or neglected. I am required by law to report it. I am also required to report if you disclose that you have plans to harm yourself or others. If you want to know more about this law, talk to me.

Electronics Policy:

Cell phones and other electronic devices CANNOT be used in class. They must remain invisible AT ALL TIMES (which also means they cannot be charged during class).

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- 3rd offense: I will give it to the office and a parent/guardian will need to come get it from school

Tardy and Absence Policy:

All students who arrive late must come with a pass. Remember that 12 absences after 3 cuts results in an automatic fail.

Advisor Support:

While one of my roles is to be your biggest advocate on campus, I may also refer you to others who have more expertise in your areas of need as it relates to academics, career and college, and social-emotional well-being. In those situations, I will connect with you about who and what I will be referring you for.

Supplies:

Students will be responsible for bringing materials to class every day:

- ☐ Pens / pencils
- ☐ 3-ring binder / folder for Advisory
- ☐ Materials for study hall days, which include: work from other classes, planner, organized and clean backpack

| Academic Development | Career- and College-Readiness | Social-Emotional Learning |
|---|---|--|
| <ul style="list-style-type: none"> ● Refine study skills ● Participate in study hall in study groups ● SAT preparation or math and English skill-building ● Set SMART goals | <ul style="list-style-type: none"> ● Narrow down college and careers to create 3 post-secondary plans ● Research supports offered at specific post-secondary institutions | <ul style="list-style-type: none"> ● Develop skills to be successful after high school ● Financial literacy ● Sex education ● Compassion project |

See your Advisor for a more detailed description of Advisory standards and a sample sequence for the year.

GRADING SCALE

| Performance Level | Grade |
|--|--------------|
| Exceeding the Standard / XS- to XS+ | A- to A+ |
| Mastery of the Standard / MS- to MS+ | B- to B+ |
| Competency in the Standard / CS- to CS+ | C- to C+ |
| Emerging Competency / EC- to EC+ | D- to D+ |
| Not Enough Understanding / NU | F |

GRADING BREAKDOWN

| Personal Responsibility (PR) - 75% | Social Responsibility (SR) - 25% |
|--|---|
| PR - Benchmark Assessment - 37.5% PR - Other Advisory Components - 30% PR - SMART Goals - 7.5% | SR - Circuits - 5% SR - Community Building / Circles - 5% SR - SLCs - 5% SR - Community Service - 5% SR - Accountability Partner - 5% |

Return this syllabus, signed by both student and parent/guardian, to your Advisor for Personal Responsibility (PR) credit.

By signing below, you confirm that you have read the syllabus for Advisory, you understand the norms and expectations for the class, and you will do your best to achieve success every day.

Printed **Student's** name

Student's signature

Date _____

The following section is for **parent(s) / guardian(s)** to fill out.

Please indicate the best time(s) / days of the week to call you: _____

Please pick the language you would like for me to use when I communicate with you:

- ☐ English
- ☐ Spanish
- ☐ Another language: _____

Dear Parent/Guardian, how do you hope your child will grow this year?

[illegible]Printed **Guardian's** name

Guardian's signature

Date _____

Notes

