Webinar Tips

This webinar is being recorded and uploaded to the RCEC Youtube page as well as www.rcec.us.

All participants have been muted, please use the Q&A option.

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Every effort has been made to ensure the security of this webinar. In the event that we experience technical difficulties, please log off and rejoin the webinar.
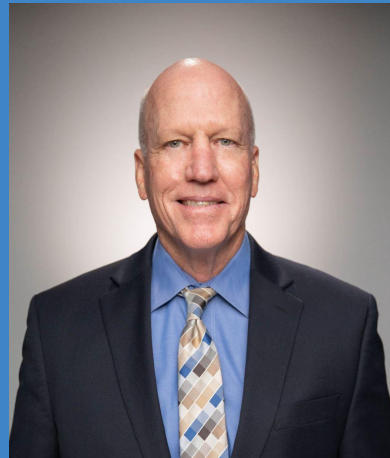
Materials, sources, and handouts shared in the webinar will be provided to registered participants only.

Welcome
College & Career Readiness Unit

RIVERSIDE COUNTY OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

Catalina Cifuentes
Executive Director,
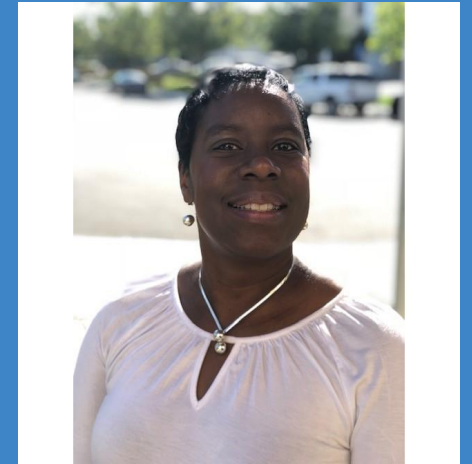College and
Career Readiness

Gil Compton
Director I,
College and
Career
Readiness

Matt Elder
Director I,
Cal-SOAP

Yuridia Nava,
Ed.D.
Coordinator,
College and
Career Readiness

Erika Bennet
Coordinator,
College and
Career Readiness

College and Career Readiness | Riverside County Office of Education (rcoe.us)

AGENDA

- How Courses of Rigor Prepare Students for Post-Secondary Options
- Community College Perspective
- Military Perspective
- Workforce Perspective
- California Department of Education AB130 Award Overview
- CALPADS Overview and Ensuring Data Accuracy
- A-G Improvement Framework
- Question & Answers
- Overview of Upcoming A-G Improvement Webinar Series

A-G Grant Allocation for Riverside County

$35,562,550

Estimated Allocations for All LEA

School Services of California has provided the following tool to review estimated allocations:

[SSC 2021-22 Funding Estimates](#)

Why Courses of Rigor Prepare Students for Post-Secondary Options?

- High scholastic expectations for ALL students decreases the opportunity gap.

- Students gain the necessary soft skills such as: public speaking, time management, analytical and problem solving skills.

- Expands and maintains multiple post-secondary pathway options.

- Students are more likely to matriculate and persist with their post-secondary educational plans.

Enrollment in College the Fall After Graduation by Student Group

	2014	2015	2016	2017	2018	2019	2020	2021
Female	60.74%	62.39%	64.25%	67.11%	68.10%	68.90%	63.95%	59.77%
Male	49.97%	51.15%	52.10%	54.20%	53.21%	53.77%	46.46%	44.71%
SED	50.55%	51.41%	52.89%	55.52%	55.40%	55.70%	49.53%	45.89%
SWD	38.76%	33.95%	34.17%	37.16%	37.24%	40.65%	30.47%	28.55%
EL	44.77%	35.00%	35.76%	41.15%	40.93%	35.06%	25.96%	26.82%

A-G

IMPROVEMENT

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Julio Gonzalez
Director, Middle College High School
Moreno Valley College

MORENO VALLEY COLLEGE

Celebrating 30 Years

Why Courses of Rigor Prepare Students for Community College

- Allows for a learning and growing opportunity for students to gain further soft skills (i.e. typing, public speaking, organizational, time management, and communication skills) and reading, writing, and problem-solving skills.

- Students are more likely to continue and complete a 4-year college degree.

- Keeps students on track to be eligible to [transfer] to their college of choice.

- Opens opportunity for students to make an informed decision on their community college pathway.

- Taking honors and/or AP courses gives students community college credit which saves time and money.

SSG Ryan Stinson

Riverside Army Recruiting Office

1015 Galleria at Tyler
Riverside, CA 92503

Office number: (951) 687-8541
Personal Cell: (909) 253-2578
ryan.b.stinson.mil@army.mil

Office Hours: Monday - Friday
9:00 a.m. - 5:00 p.m.

Why Courses of Rigor Help Students Considering The Military

- Evolving arena for technology and science.
- Requires a strong focus on STEM.
- Armed Services Vocational Aptitude Battery (ASVAB) requires math, science, and critical thinking skills.
  - Current pass rate is 31% (December 2021)
- A-G allows college-bound students to enroll immediately in colleges/universities during their enlistment.
- Students who enroll with college credits (dual enrollment, concurrent enrollment, advanced placement) enter at higher rank and pay.
- Students who meet A-G are likely to obtain fluency in a second language which is an asset in security, intelligence, and offers students higher pay incentives in jobs where that language can be utilized.
- Courses of rigor and college preparatory electives give students entering the military an advantage in:
  - human behavior
  - history of the United States and other countries, its governments, and functions
  - higher reasoning and critical thinking skills
  - Ability to problem solve, read statistical manuals, and give reports.

Stephen Monteros

Regional Vice President

https://www.convergeone.com/

ConvergeOne

Jeff Vaca

Chief Governmental Relations Officer

Division of Governmental Relations

Riverside County Office of Education

Pete Callas

Division Director

Career and College Transition Division

California Department of Education

A – G Completion Improvement Grant

_____

Career and College Transition Division

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

What is the A-G Completion Improvement Grant?

- The purpose is to increase the number of California high school pupils to graduate with A-G eligibility.

- A-G CIG funds are targeted to serve students in grades nine through twelve.

- Funds shall be used for activities that directly support pupil access and successful completion of the A-G course requirements.

*A-G CIG is found in Education Code Section 41590.

A-G Completion Improvement Grant Funding

- Allocation will be based on an equal amount per unduplicated pupils enrolled in grades 9-12 as reported in CALPADS or 2020–2021 fiscal year **Fall 1 submission.**

- LEA receiving the concentration grant during 2020-2021 will receive no less than $75,000 in each of the Access Grants and Success Grants.

- Funds are available for expenditure or encumbrance through the 2025–2026 fiscal year.

A–G Completion Improvement Grant Program

Grant Allocations:

- A–G Access Grants

- A–G Success Grants

- A-G Learning Loss Mitigation Grants

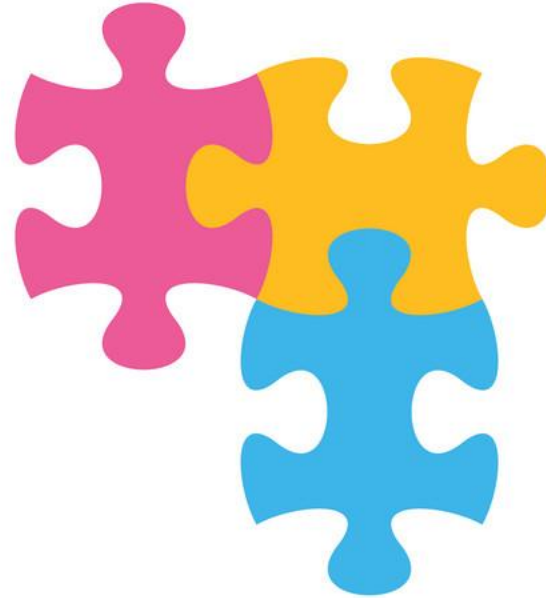# A-G Completion Improvement Grant Program

Provides one time Proposition 98 funds of $547.5 million for the A G Completion Improvement Grant Program to help local educational agencies (LEAs) increase the number of high school students who graduate with A-G eligibility.

SUCCESS GRANT

($100 million)
LEAs that had a rate of 67% or higher A-G Completion Rate

ACCESS GRANT

($300 million)
LEAs that had less than 67% A-G Completion Rate

A-G LEARNING LOSS MITIGATION GRANT

($147.5 million)
Students who received a grade of "D" or "F" or fail an A-G approved course

Access Grants

Three hundred million dollars ($300,000,000)

- Unduplicated students as defined in ED Code Sections 42238.01 and 42238.02.

- Pupils enrolled in grades 9-12 as reported in CALPADS or 2020-2021 fiscal year **Fall 1 submission.**

- LEA had **less than 67 percent** A–G completion rate.

Access Grant

Funding Information and Requirements

- Allocation will be based on an equal amount per unduplicated pupils enrolled in grades 9-12 as reported in CALPADS.

- LEA receiving the concentration grant during 2020-2021 will receive no less than $75,000.

- Funds are available for expenditure or encumbrance through the 2025–2026 fiscal year.

Success Grants

One hundred million dollars ($100,000,000)

- Funds will be appropriated in an equal amount for every unduplicated pupil enrolled in grades 9-12, inclusive, as reported in the CALPADS for the 2020-2021 fiscal year Fall 1 Submission.

- Allocated to a local education agency having an overall A-G completion rate of **67 percent or higher.**

Success Grant

Funding Requirements and Information

- Allocation will be based on an equal amount per unduplicated pupils enrolled in grades 9-12 as reported in CALPADS.

- Each LEA receiving the concentration grant during 2020-2021 will receive no less than $75,000.

- Funds are available for expenditure or encumbrance through the 2025–2026 fiscal year.

Eligible Uses of Funds: Access and Success Grants

1 Professional development (PD) for teachers, administrators, and counselors to improve A-G completion rate, including Advanced Placement (AP) specific training.

2 Developing comprehensive advising plans and other student supports, such as tutoring and course-taking and college counseling services.

3 Expanding access to A-G coursework, including course development and review, and incorporating courses into local graduation requirements.

4 Student test fees, including AP/IB test fees, for unduplicated pupils.

*Education Code § 41590 (c)

Learning Loss Mitigation Grant
($147,513,000)

- Unduplicated students as defined in EC Sections 42238.01 and 42238.02.

- Pupils enrolled in grades 9-12 as reported in CALPADS or 2020-2021 fiscal year **Fall 1 submission**.

- Funds are available for expenditure or encumbrance through the 2025–2026 fiscal year.

Learning Loss Mitigation Grants Use of Funds

1 A-G Learning Loss Mitigation Grants shall be used to allow pupils who receive a grade of "D," "F," or "Fail" in an A-G approved course in the spring semester of 2020 or 2020-21 school year to retake those A-G courses.

2 The method of offering pupils the opportunity to retake courses shall be determined by the local educational agency.

3 If sufficient funds are available after implementing course retake, LEA may also use grant funds to offer credit recovery opportunities to all pupils to ensure pupils are able to graduate high school on time.

The Plan

Law requires each plan to contain four required elements:

1 How the funds received under this section will increase or improve services for unduplicated pupils to improve A-G eligibility.

2 The number of pupils identified for opportunities to retake courses.

3 How the plan and described services supplement, and do not supplant, services in the Local Control and Accountability Plan and AB86 Learning Recovery Plan.

4 A description of the extent to which all pupils within the LEA, particularly unduplicated pupils, will have access to A-G courses approved by the University of California.

*Education Code § 41590(f)

A-G Completion Improvement Grant Program

Access Grants

Must be used towards activities that directly support pupil access to, and successful completion of, the A-G course requirements

Success Grants

Recommended that funds be used towards pupils in danger of not receiving a grade of "C" or better in A-G courses

A-G LLM Grants

Must be used to allow pupils who received a "D", "F", or "Fail" in an A-G approved course in the 2020 spring semester or 2020-21 school year to retake courses

LEA A-G Plan

LEA must develop a plan describing, among other things, how the funds will increase or improve services for unduplicated pupils to improve A-G eligibility

*Learning Loss Mitigation

**If sufficient funds are still available, LEAs may also use grant funds to offer credit recovery opportunities.

Allocations and Apportionments

1 Allocations should be posted by the end of January 2022.

2 Apportionments should be processed by February 2022.

Allocation Questions:

School Fiscal Services Division at CAAR@cde.ca.gov

Questions & Answers

A–G Completion Improvement Grant Program CDE Contacts

Pete Callas
Division Director
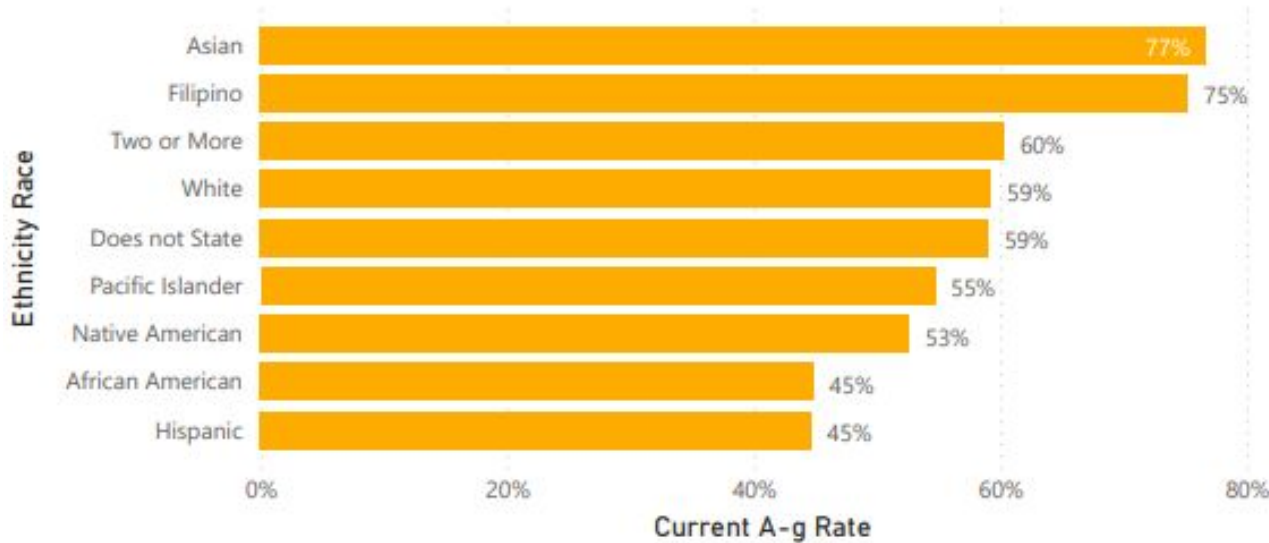Career and College Transition Division
A-GCIGP@cde.ca.gov
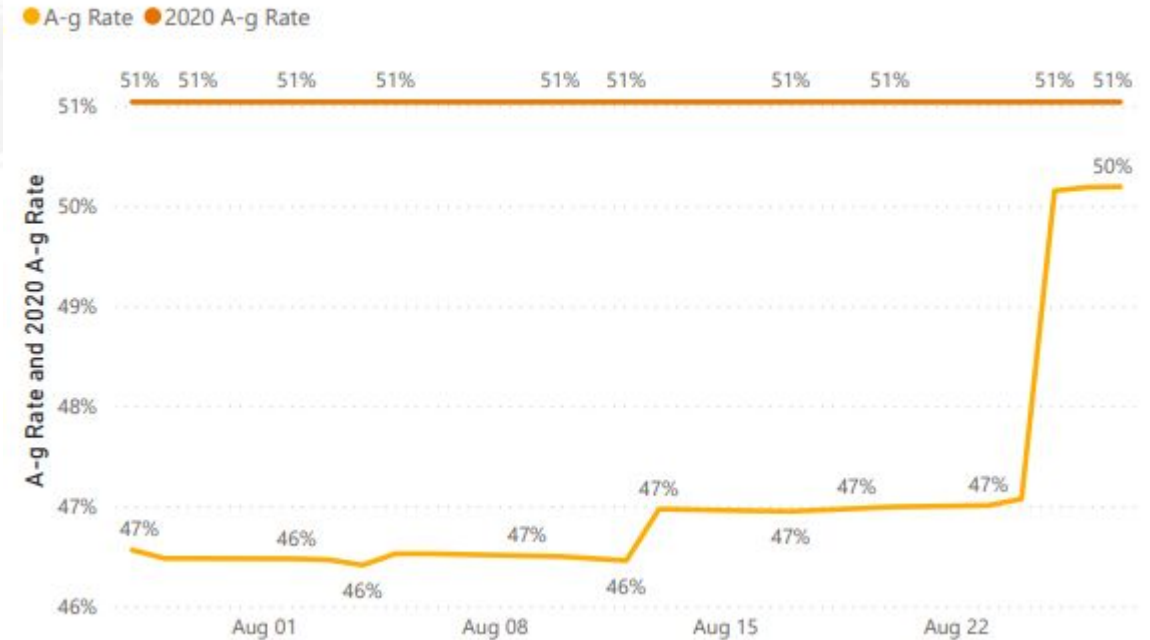
Topics of Discussion

➜ Understanding CALPADS.
   ◆ Why CALPADS matters?
➜ Why is site/district wide involvement vital?
   ◆ What data by grade level should you be reviewing?
➜ Do you have a review process that spans the year?
   ◆ Proactively monitoring your data

What is CALPADS?

A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting

Step 1: All student-level data (discipline, course enrollments/completion, demographics, enrollment status, etc.) is maintained in your Student Information System and submitted to CALPADS.

Step 2: Your district CALPADS administrator has an annual calendar they must follow to upload various reports at certain times of the year. For example graduation data is reported once a year and enrollment status is updated often.

Step 3: Data is reviewed and certified during specific submission windows. This MUST be a collaborative effort!

Step 4: California Department of Education posts certified data to public portals and dashboards (DataQuest, College and Career Readiness Dashboard, and California School Dashboard).

Where do **YOU** fit in all of this?

LCAP and LCFF

Why does CALPADS matter for this?

PUHSD LCAP Goals

The Local Control and Accountability Plan or LCAP is a critical part of California's Local Control Funding Formula (LCFF). It is a three-year, district-level plan that is updated annually. The plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

| Goal # 1 All students will attain proficiency in all academic areas. | Goal #2 All students will graduate from high school prepared for postsecondary and career options. | Goal #3 All departments and sites will provide a safe and positive learning environment for all students and staff. | Goal #4 Secure and strengthen the home, school, community connections and communications. |

Goal #2 District Expected Annual Measurable Outcomes Example

- Increase percentage of students meeting high school graduation requirements by 3% annually.
- Decrease middle and high school dropout rates as well as chronic absenteeism in middle and high school by 5% annually.
- Increase access to courses (including electives) and opportunities for tutoring and advancement. Special emphasis placed on course access for unduplicated students and those with exceptional needs, due in part to the increase in instructional minutes by 25 minutes in 2015-2016.
- Increase in annual participation in:
  1. A-G completion 5%
  2. AP enrollment/passing rate by 3%
  3. High school juniors passing ELA and Math Components of Early Assessment Program (EAP) by 3%
  4. CTE pathway completion by 3%
  5. Dual Enrollment participation/success by 3%
  6. Increase student enrollment in AVID by 4% annually

Staff Involvement

Who should be involved?

Stakeholders in PUHSD

Site Staff Involvement

- School Counselors
- Assistant Principals
- Principals
- Registrars
- Enrollment Staff
  - Guidance Technicians
  - SIS Techs
  - Counseling Secretaries

District Staff Involvement

- Nutrition Services Director
- Assistant Director of Tech.
- Assist. Sup. Ed. Svc
- Assist. Sup. Bus. Svc
- Director of Fiscal Svc
- Director of Pupil Svc
- Chief HR Officer
- EL/Assessment Coordinator
- CTE Coordinator
- Special Education Director
- Special Education Coordinator
- Attendance Specialists
- Student Information Systems Coordinator

Example 1: The Application Task Force

This portion of our CALPADS team focuses on how we can get as many families to apply for free/reduced lunch whether they qualify or not.

Involved Parties:

Director of Fiscal Services, Assistant Director of Technology, SIS Coordinator (me), Director of Nutritional Services, Assistant Superintendent of Business, School Counselors, Assistant Principals

Example 2:
Find Those Students!

This portion of our CALPADS team focuses on finding students who show up on our Exit Reasons Discrepancy (ERD) reports and those who are considered dropouts within a given cohort.

Involved Parties:

Assistant Principals, School Counselors, Enrollment Staff, Registrars, Attendance Specialists, Director of Pupil Services
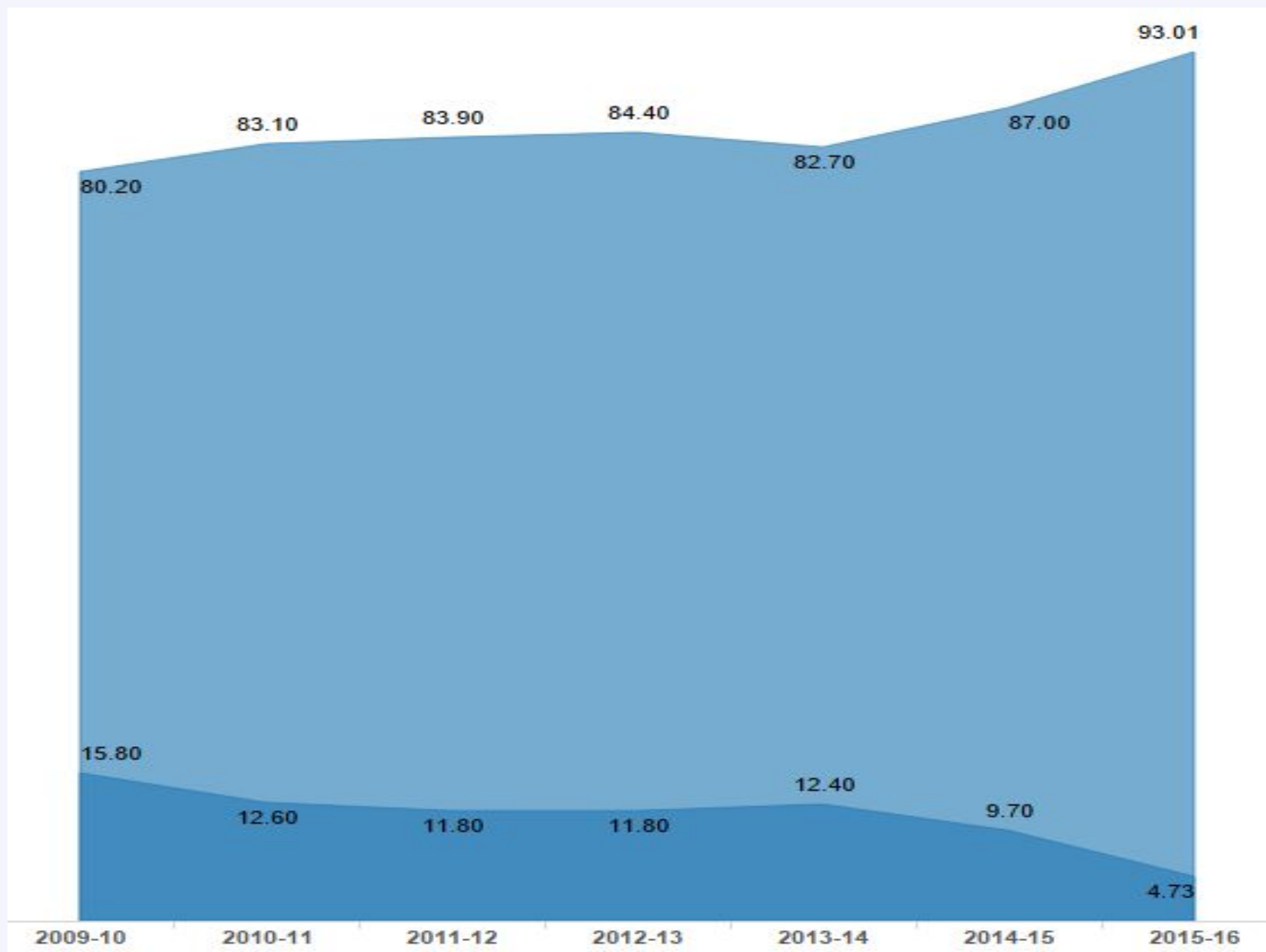
Consider the possibilities!

- Graduates Review
- A-G Audits/Transcript analysis
- CTE Completers
- EL Enrollment and Reclassification Rates
- Demographic Accuracy
- Special Education Alignment
- Re-establishing homelessness status
- Future Functionality Change
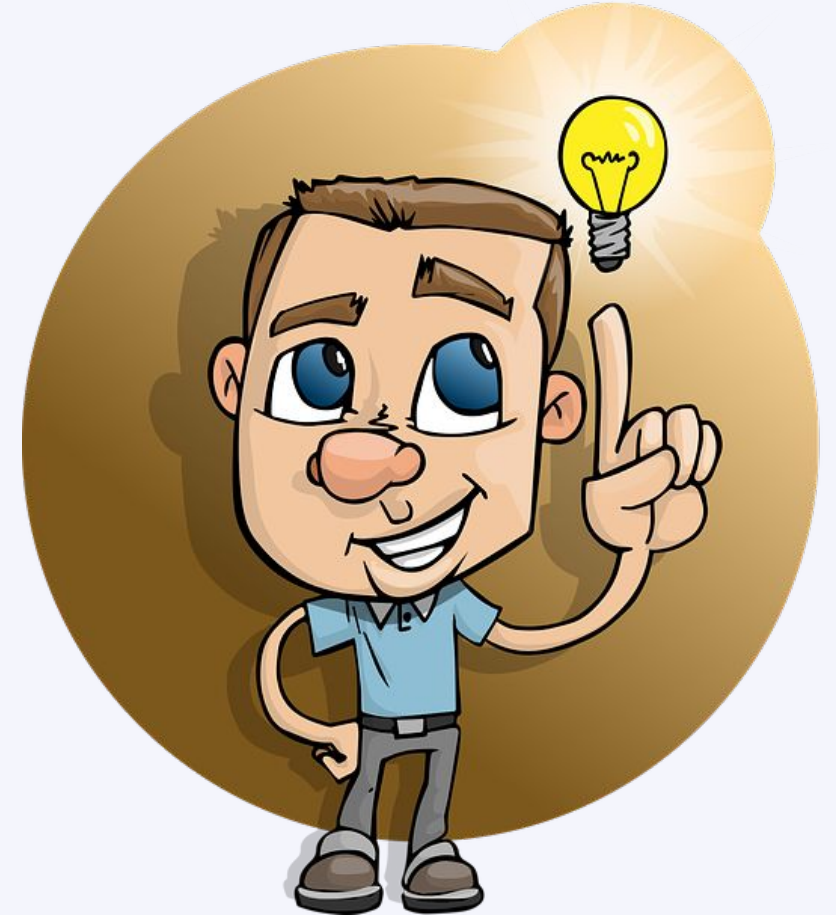
CALPADS Teams
Challenges and Causes

Challenges
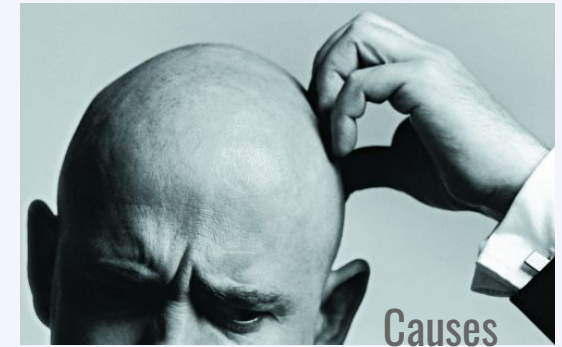
- This isn't my job!

- What good will this do us?

- Time

- Availability

Causes

- Culture

- New processes

- Short sightedness

- Who, How, Why

CALPADS Review

Do you have a defined timeline?

Example Timeline

Date Range	Length of time	Suggested Action	Outcome
All Fall1	All Fall1	Be aware of submission file order: SENR, SINF, SPRG, SELA	Remember, enrollment file is always first. SINF, SPRG, and SELA can be done in any order, but they are all necessary for a complete Fall 1.
6/14/2021-6/30/2021	2 weeks	Counselors verify all A-G grads are properly marked. This should be their 2nd or 3rd review because they've previously looked at students on track to complete as A-G or those in danger of not completing A-G, etc. Use Reports 15.1 and 15.2 to check numbers.	The preliminary A-G identified students should be identified and marked in the SIS as necessary.
7/26/2021 - 8/14/2021	3 weeks	Continue the process of searching out possible lost transfers/non grads. Update any summer graduates.	Having the most accurate information possible on lost transfers and dropouts will ease the burden of seeking them out after Census Day has hit. Additionally, cleaning the ELA statuses before the first day of school will not only keep people aware of what is needed, but it will ensure you do not have hundreds of fatal errors once Census Day arrives. Lastly, summer graduates up to 8/14/2021 will count in cohort grad rates (provided they're from the calculated cohort).
8/9/2021 - 8/13/2021	1 week	Schools should be dropping no-shows.	The first week of school is a fast paced time of year. Students are enrolling, leaving, or not showing up. Usually the schools should have time to settle in and help you identify no-shows.
8/9/2021 - 10/6/2021	5 weeks	Begin SSID collection for new students (Kinders, sped preschool, new to district, etc). Update enrollments each week.	A district of 20,000 students is likely to have 1500+ new SSIDs to collect/assign at the start of a school year. Start grabbing them now. Hopefully most no-shows have been identified and exited.
10/6/2021	1 day	Gather school site counts for 10/6/2021 end of day enrollments.	Although this is just a preliminary number (students can be back-dated on a drop), it will be relatively close to what your certified census numbers will be. General rule of thumb is to expect as much as 50-100 district wide backdrops. As long as staff are aggressive with finding students who haven't been showing up, the variable movement should be minimal.
10/01/2021 - 10/31/2021	4 weeks	Work closely with Nutrition Services for Free/Reduced designated students. All students enrolled on or before Census Day (10/6/2021) and identified as eligible during the month of October counts in your Free/Reduced meal counts. NOTE: CALPADS has started counting all census day enrollment students with eligible NSLP records up to 10/31. There is no need to back date an eligibility date for CALPADS now.	This will maximize your free/reduced count for Census Day enrollment (a key factor for LCFF percentage).
10/07/2021 - 11/12/2021	5 weeks	Work on error correction, find students who don't belong in your counts (sometimes enrollment exits can be missed).	Enrollments will be accurate and errors should be completely clear.
11/15/2021 - 11/24/2021	2 weeks	Review data reports with necessary stakeholders. Make changes if needed.	Stakeholders should be given the chance to understand what information will potentially be certified.
11/29/2021 - 12/02/2021	1 week	LEA Approve	LEA Approve early. This will give SELPAs time to review their portion of the data.

Elementary Data Metrics To Review	CALPADS Data Reports to Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2, and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9

Middle School Data Metrics To Review	CALPADS Data Reports To Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2, and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9
Middle School Drop Out Rate	CALPADS Report 1.10, 15.1, and 15.2

High School Data Metrics To Review	CALPADS Data Reports To Review
EL Enrollment and Reclassification Rates	CALPADS Report 1.1, 1.2, and 2.12
Demographic Accuracy	CALPADS Report 1.1, 1.2
Special Education Alignment	CALPADS Report 1.1, 1.2
Re-establishing homelessness status	CALPADS Report 1.1, 1.2
Attendance	CALPADS Report 1.21, 14.1, 14.2
Discipline	CALPADS Report 1.21, 7.1-7.9
Graduates Cohort explanation	CALPADS Report 1.7, 1.9, 1.10 15.1, and 15.2

Questions?

THANK YOU

PERRIS UNION HIGH SCHOOL DISTRICT

Please connect with us online:

🌐 | PUHSD.ORG

🐦 | @puhsd

f | PerrisUnionHSD

📷 | PerrisUnionHSD

2022 A-G Three Year for the State of California by District

County Name	District Name	2017-2018 Number of Students	2018-2019 Number of Students	2019-2020 Number of Students	2020-2021 Number of Students	2017-2018 A-G Rate	2018-2019 A-G Rate	2019-2020 A-G Rate	2020-2021 A-G Rate	Growth Percentage
Alameda	Alameda County Office of Education	345	324	345	345	47.1	47.6	47	47.1	0
Alameda	Alameda Unified	909	882	905	875	63.3	58.9	65.9	69.9	6.6
Alameda	Albany City Unified	290	301	262	296	65.3	63.9	70.3	65.1	-0.2
Alameda	Berkeley Unified	920	856	868	907	65.9	83.3	66	60.1	-5.8
Alameda	California School for the Blind (State Special Schl)	NA	NA	NA	11	NA	NA	NA	0	NA
Alameda	California School for the Deaf-Fremont (State Special Schl)	38	47	45	38	0	40	0	0	0
Alameda	Castro Valley Unified	783	742	769	789	34.9	55.9	63.1	66.1	31.2
Alameda	Dublin Unified	586	687	770	789	68	62.6	64.8	74.5	6.5
Alameda	Emery Unified	37	40	59	40	28.6	40	0	76.3	47.7
Alameda	Fremont Unified	2645	2484	2597	2631	65.3	55.8	72.1	61.2	-4.1
Alameda	Hayward Unified	1669	1585	1649	1670	44.9	52.6	50.7	54.3	9.4
Alameda	Livermore Valley Joint Unified	1130	1126	1140	1105	45.6	48.5	36.1	52.6	7
Alameda	New Haven Unified	1065	962	973	944	56.1	46.2	48.7	50.1	-6
Alameda	Newark Unified	482	471	467	480	32.9	33.2	35.6	44.9	12
Alameda	Oakland Unified	3384	3523	3621	3640	61.3	57.3	61.8	66.6	5.3
Alameda	Piedmont City Unified	208	226	221	235	90.6	93.3	91.3	96.5	5.9

Framing The Project

Access + Success = Completion

- What are the primary and secondary drivers?
- Grant Planning Template (Sample)
- Grant Planning Template (Blank)
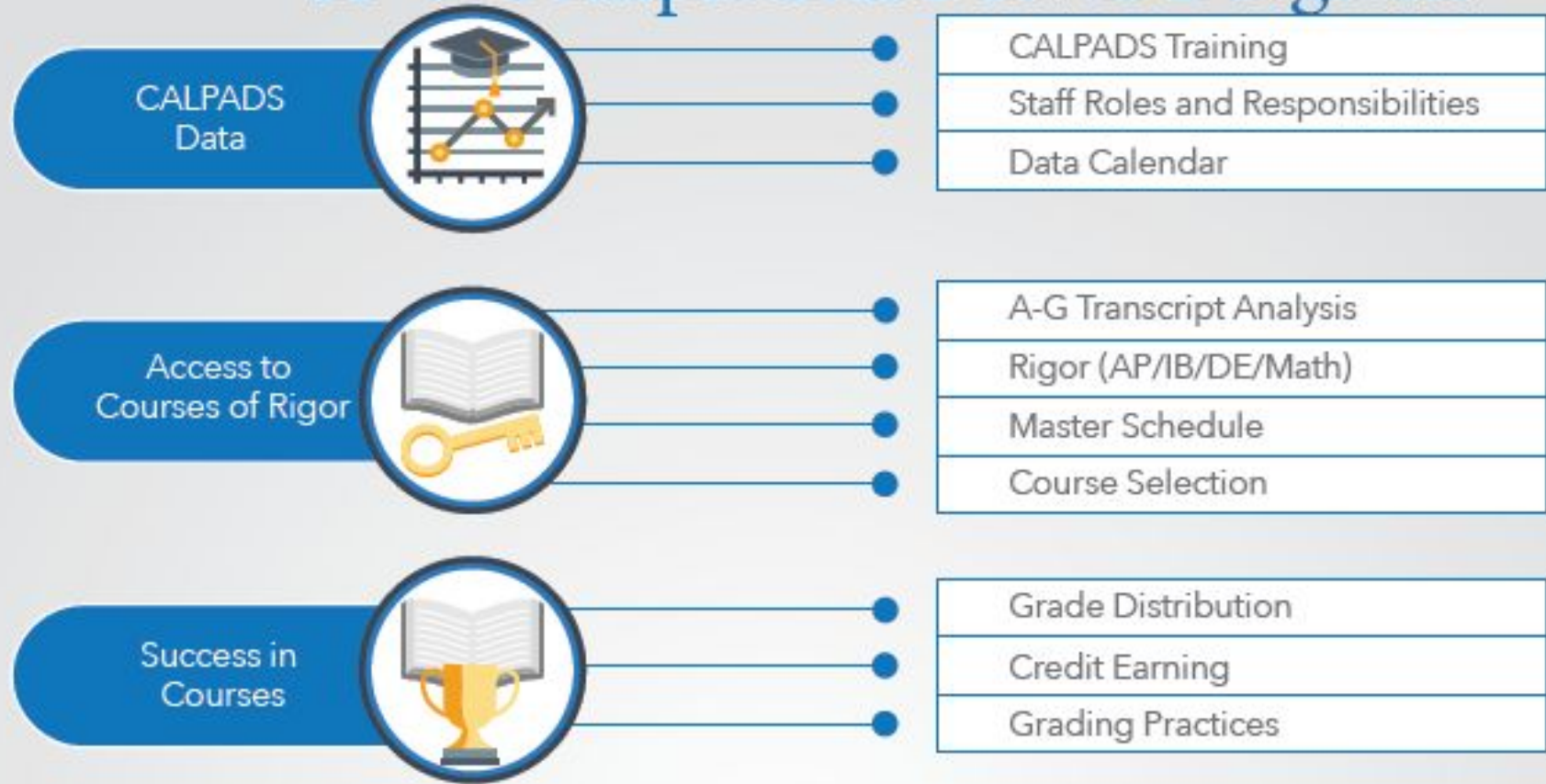- Root Cause Analysis Exercise
- Sample A-G Grant Fishbone

Primary and Secondary Drivers

RCOE College and Career Readiness
A-G Completion Driver Diagram

CALPADS Data
- CALPADS Training
- Staff Roles and Responsibilities
- Data Calendar

Access to Courses of Rigor
- A-G Transcript Analysis
- Rigor (AP/IB/DE/Math)
- Master Schedule
- Course Selection

Success in Courses
- Grade Distribution
- Credit Earning
- Grading Practices

A-G
IMPROVEMENT
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Planning Template

DRAFT Problem Statement - Our students are not currently experiencing equitable access and success in A-G courses. As a result, students of particular demographic background and/or program participation are not completing the UC/CSU A-G requirements at equal rates.

- Google Spreadsheet to use as a planning tool

- Designed to use as a brainstorming tool to write A-G Grant

- Structured using the A-G Driver Diagram

- Blank and Sample Spreadsheet Resources

Root Cause Analysis (Fishbone)

A fishbone diagram is a visualization tool for categorizing the potential causes of a problem. This tool is used in order to identify a problem's root causes. Typically used for root cause analysis, a fishbone diagram combines the practice of brainstorming with a type of mind map template.
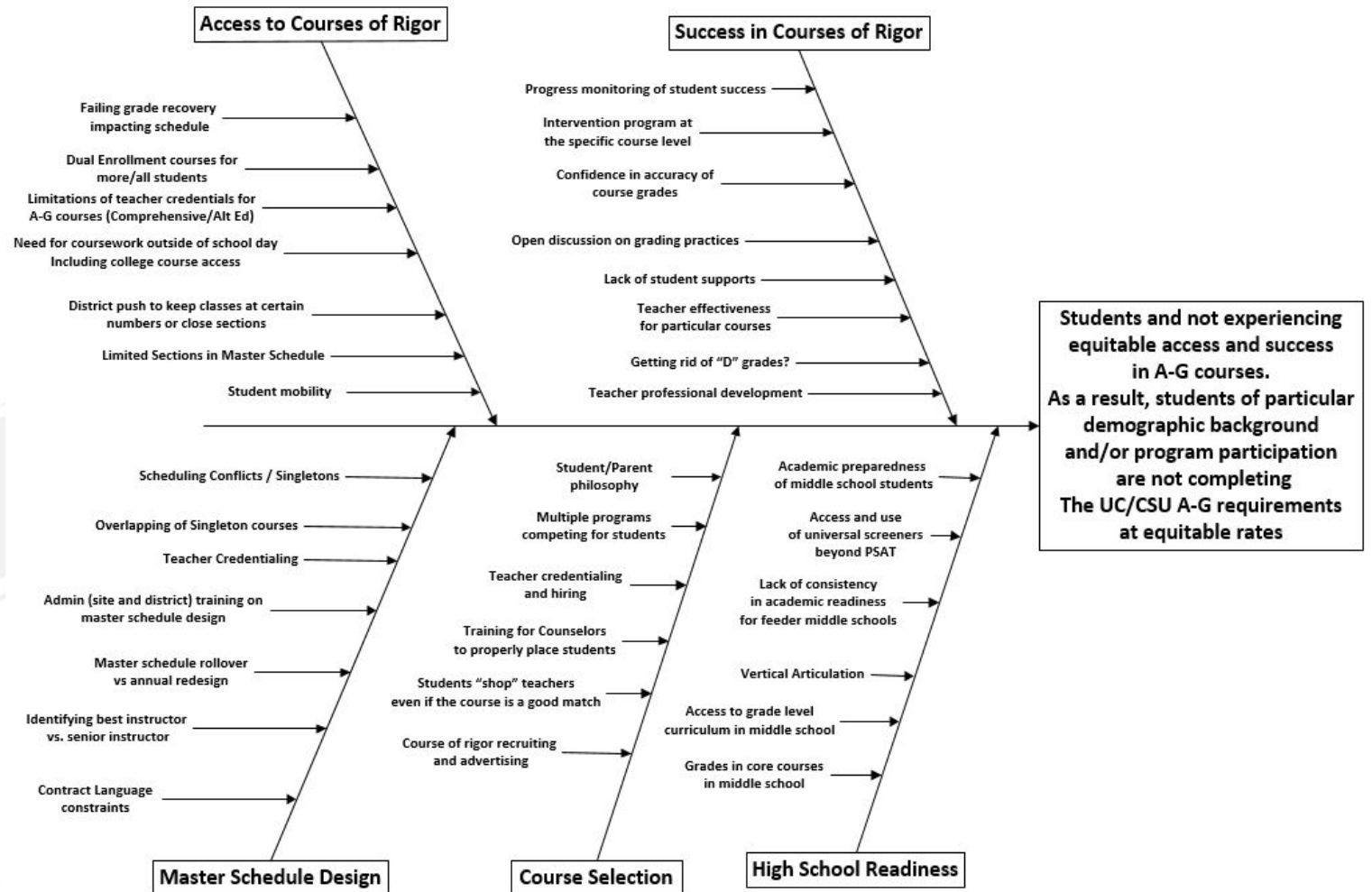
Framing The Project

Access + Success = Completion

- What are the primary and secondary drivers?
- Grant Planning Template (Sample)
- Grant Planning Template (Blank)
- Root Cause Analysis Exercise
- Sample A-G Grant Fishbone

Step Two and Step Three

Understanding Your Role in A-G Completion.

- Instructional staff and/or credit recovery teachers

- School Counselor

- District Office/Site Administrators

- Higher education partners

- School Registrar/Guidance Technician

UC/CMP Course List and maximizing your use of CCGI reports.

- UC Doorways Overview

- How to submit a course

- How to submit a class for retroactive A-G approval

- Ongoing transcripts abbreviation updates

- District owned courses vs. site-owned courses

- District CMP Course Manager role

A-G

IMPROVEMENT

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Step Four and Step Five

February 15, 2022

Defining on track for A-G 9-12th grade and utilizing your CCGI and SIS Reports for verified "on track" status.

- Developing practices using an equity lens
- Access and develop monitoring reports from your SIS
- Creation of 4-year plans
- Calendar for CalPads Reports

February 17, 2022

Understanding access and success barriers for all students.

- Transcript analysis process
- Identifying access and success in courses of rigor
- Identify strengths and areas of improvement
- Develop understanding and collaboration amongst staff and departments

Step Six and Step Seven

Equitable Master Schedules Based on Student Need.

- How to build a master schedule using an equity lens
- Course selection process' and procedures
- Business office and Human Resources partnership
- Recruiting students into courses of rigor
- 8th grade transition/recruitment and the 4-year plan

Best Practices from schools that have increased A-G.

- School site A-G improvement examples from across the state of CA
- Brainstorming strategies for A-G plan development
- Learn innovative ways to implement A-G initiatives school-wide
- Examples of high leverage plans of action

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SERIES

Step Eight

Involving Parents and Community Members in the Courses of Rigor Conversation.

- Active engagement strategies for families
- Gain cultural awareness and understanding of the communities you serve
- Development of external partners
- Educators assisting to shape family perceptions of postsecondary options
- Development of partnership opportunities for families and students

A-G IMPROVEMENT ROADMAP WEBINAR SERIES

Rigor is...
- Scaffolding thinking
- Planning for thinking
- Assessing thinking about content
- Recognizing the level of thinking students demonstrate
- Managing the teaching/ learning level for the desired thinking level

Rigor is NOT
- More or harder worksheets
- AP or honors courses
- The higher level book in reading
- More work
- More homework

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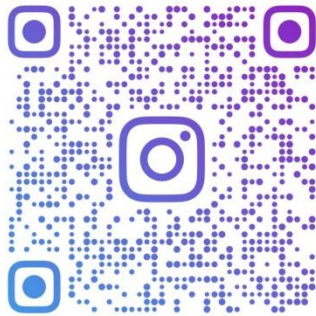Dr. Yuri Nava ynava@rcoe.us

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