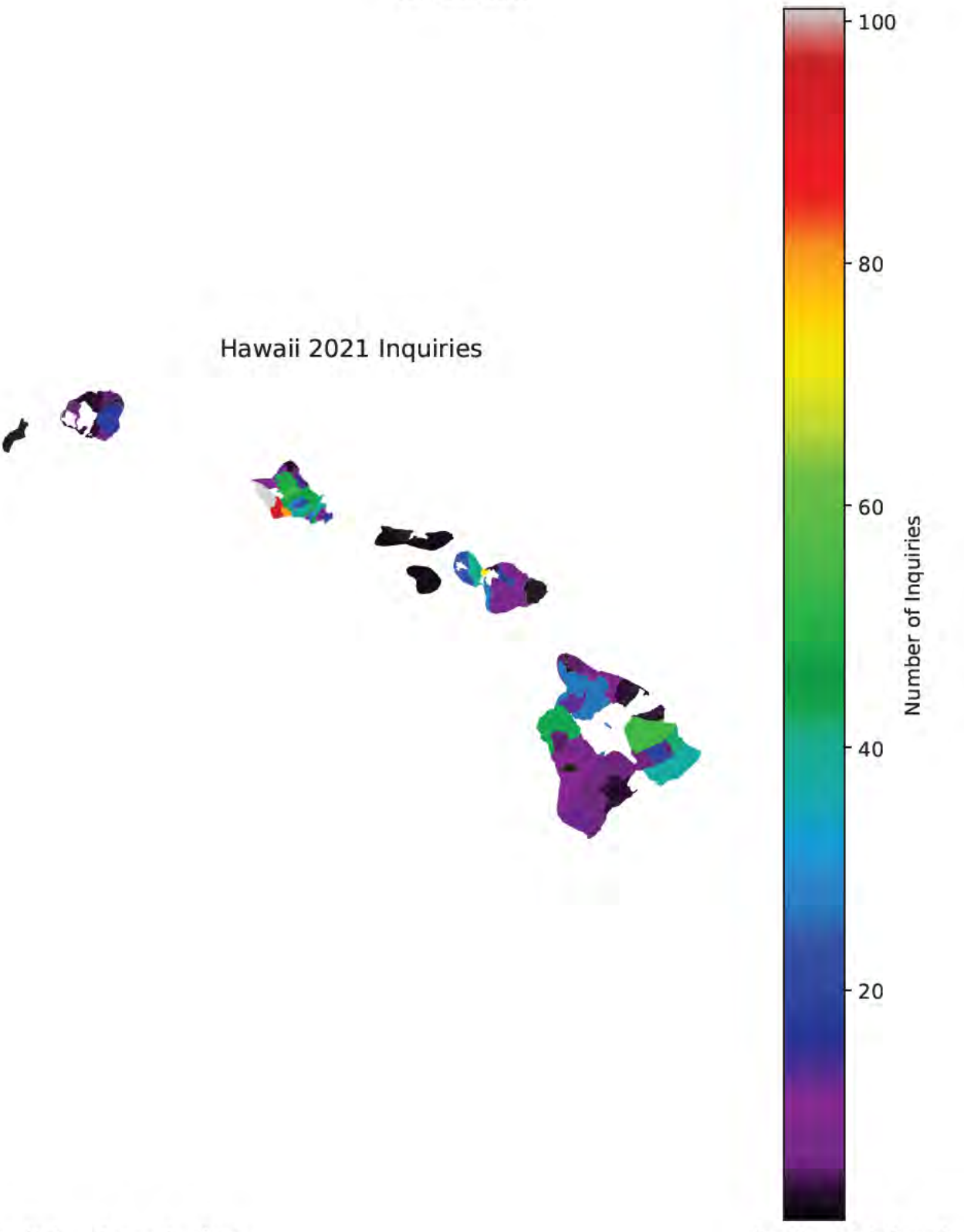
ATTACHMENT A
ENROLLMENT PLAN

Over the past 12 months, from January 2021 through December 2021, Lima No'eau Career Academy has received over 1,630 inquiries from families across the state about our proposed online program. A small number came from the mainland, for example from military families relocating to Hawaii. The wide distribution of the inquiries across the State of Hawaii is illustrated graphically on page 2 of this Enrollment Plan.

These inquires represent the number of interested families and not specific students, so these 1,630+ inquiries likely represent a larger number of students since many families are interested in enrolling multiple children. This information was gathered through phone calls, emails, and web-forms submitted to our proposed Education Service Provider by families inquiring about the online educational program to be offered by Lima No'eau Career Academy.

Lima No'eau Career Academy's enrollment target numbers and grade levels have been developed taking into consideration the number of families across Hawaii who have expressed their interest in virtual education for their children as well as factors such as observed trends in consumer demand, the competitive environment, general acceptance of school choice, and growth of charter schools in the state as well as in other states that have virtual schools. The rate of overall enrollment growth each year the school is in operation is based on historical trends in similar virtual charter schools. The enrollment plan is slightly greater than the enrollment projections in the Intent to Apply application submitted two years ago because of the current documented expression of interest from families and the other factors mentioned above.

Lima No'eau Career Academy, due to its virtual model, will be able to flexibly grow without major modifications to facilities and other infrastructure, and is not limited in capacity as a brick and mortar charter school might be due to its physical facility requirements. If the School experiences a demand to grow more than the enrollment approved in the charter contract, the Governing Board will welcome the opportunity to meet with the Hawaii State Public Charter School Commission and staff to discuss the steps necessary to permit that growth.


Hawaii 2021 Inquiries
100
80
60
40
20
Number of Inquiries

ATTACHMENT B
LISTING OF DOE COMPLEX AREAS WITH SCHOOLS

Lima No'eau will be a virtual charter school enrolling students from throughout the state of Hawaii including all complex areas. Information about all of the DOE Complex Areas and public and private schools in the areas is available online at: https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Offices/Superintendent/DeputySuperintendent/Pages/Complex-Area-directory.aspx.

Alignment Verified: July 14, 2021

ATTACHMENT C CURRICULUM OVERVIEW

Stride

Common Core State Standards: Mathematics Grade 3 Compared to Math 3 Summit

Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
1	Patterns and Number Sense	9	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
2	Addition and Subtraction Strategies	8	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
2	Addition and Subtraction Strategies	23	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
4	Multiplication Properties and Strategies	11	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
5	Exploring Division	6	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
6	Division Equations and Strategies	6	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
8	Shapes	6	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.
10	Fractions	5	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.

11	Equivalent Fractions and Comparisons	6	Your Choice	N/A	Students can use this lesson time to do any of the following. Catch up on work from earlier lessons. Practice in Stride. Practice your Math Facts. Prepare for upcoming tests.

Attachment C

A ignment

Stride | **Common Core State Standards: Mathematics Grade 3 Compared to Math 3 Summit** | **A ignment ver fied: uly 14 2021**

Strand/Topic	Standards	Coverage	Depth of Coverage	Primary A ignment Course/Units/Lessons	How the Standard is Addressed	Additional A ignment Course/Units/Lessons	Comments
	Operations & Algebraic Thinking						
	Represent and solve problems involving multiplication and division.						
	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example describe a context n which a total number of objects can be expressed as 5 × 7.*	Full	Reinforced	**Unit: Exploring Multiplication** Equal Groups (A) Equal Groups (B)	Students participate in online and offline learning activ ties and practice to interpret mu tiplication expressions using a real-world situation, groups of objects, arrays, repeated addition, fact fam lies, or other strategies, imited to whole numbers w thin products w thin 100.	**Unit: Exploring Division** Division Concepts (A) Big Ideas Mini-Project **Unit: Exploring Multip ication** Equal Groups (D) **Unit: Multiplication Properties and Strategies** Problem Solving with Multip ication (A) Problem Solving with Multiplication (D) Big Ideas Extended Problems	
	2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are part tioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example describe a context n which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	Full	Reinforced	**Unit: Exploring Division** Division Concepts (A) Division Concepts (B) Division Concepts (C)	Students participate in online and offline learning activ ties and practice to interpret the meaning of a division expression using a real-world s tuation, groups of objects, arrays, repeated subtraction, fact fam lies, or other strategies, imited to whole numbers with dividends within 100.	**Unit: Exploring Division** Division Concepts (E) Big Ideas Mini-Project **Un t: Division Equations and Strategies** Problem Solving with Division (A)	
	3. Use multiplication and division w thin 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Full	Reinforced	**Unit: Multiplication Properties and Strategies** Problem Solving with Multip ication (A) Problem Solving with Multiplication (B) **Unit: Division Equations and Strategies** Problem Solving with Division (A) Problem Solving with Division (B) **Unit: Geometric Measurement: Area** Applying Formulas and Proper ies (B) Applying Formulas and Properties (C) **Unit: Measurement: Time and Length** Measuring Length (B) Measuring Length (C)	**Unit: Multiplication Properties and Strategies** Students participate in online and offline learning activ ties and practice to solve real-world problems by multiplying to find an unknown product or missing factor w th situations that include equal groups and arrays, and by using a multiplication number sentence or equation. **Unit: Division Equations and Strategies** Students participate in online and offline learning activ ties and practice to apply what they have learned to solve real-world problems involving equal groups, using arrays, and using related multip ication facts. **Unit: Geometric Measurement: Area** Students participate in online and offline learning activ ties and practice to apply their knowledge that the area of a rectangle is the product of its length and width to solve real-world area problems using multip ication and division. Students w ll use an equation w th a letter to represent an unknown number when solving real-world problems. **Unit: Measurement: Time and Length** Students participate in online and offline learning activ ties and practice to solve real-world story problems involving equal measures using multip ication and division.	**Unit: Equivalent Fractions and Comparisons** Fraction Equivalence (B) **Unit: Multiplication Properties and Strategies** Problem Solving with Multiplication (D) Big Ideas Extended Problems **Unit: Exploring Division** Big Ideas Mini-Project **Un t: Division Equations and Strategies** Problem Solving with Division (D) Big Ideas Extended Problems **Unit: Geometric Measurement: Area** Applying Formulas and Properties (F) **Unit: Measurement: Time and Length** Measuring Length (D)	
	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For examp e determine the unknown number that makes the equation true in each of the equations 8 × ? 48 5 _ ÷ 3 6 × 6 ?*	Full	Reinforced	**Unit: Exploring Multiplication** Equal Groups A **Unit: Multiplication Properties and Strategies** Strategies for Multiplying (C) **Un t Exploring Division** Division Concepts (D) **Unit: Division Equations and Strategies** Division Equations D	**Unit: Exploring Multiplication** Students participate in online and offline learning activ ties and practice to model mu tiplication with equal groups and multiply using equal groups. **Unit: Multiplication Properties and Strategies** Students participate in online and offline learning activ ties and practice to ident fy factors and products, and ind an unknown factor in a multiplication equation. **Unit: Exploring Division** Students participate in online and offline learning activ ties and practice to represent division as an unknown factor problem, and determine the unknown whole-number quotient, dividend, or divisor in a division equation by using related equations. **Unit: Division Equations and Strategies** Students participate in online and offline learning activ ties and practice to use their understanding of the relationship between mu tiplication and division to find a missing number in a division equation.	**Unit: Exploring Multip ication** Equal Groups D **Unit: Multiplication Properties and Strategies** Strategies for Multiplying (E) Big Ideas Extended Problems **Unit Exploring Division** Division Concepts (E) **Un t: Division Equations and Strategies** Division Equations (E) Big Ideas Extended Problems	

Attachment C

Alignment

Operations & Algebraic Thinking	**Understand properties of multiplication and the relationship between mu tiplication and divisior**						
	5. Apply properties of operations as strategies to multiply and divide.*Examp es If 6 × 4 24 is known then 4 × 6 24 s also known. (Commutative property of mult plication.) 3 × 5 × 2 can be found by 3 × 5 15 then 15 × 2 30 or by 5 × 2 10 then 3 × 10 30. (Assoc ative property of mu tiplicat on.) Knowing that 8 × 5 40 and 8 × 2 16 one can find 8 × 7 as 8 × (5 + 2) (8 × 5) + (8 × 2) 40 + 16 56. (D stributive property.)*	Full	Reinforced	**Unit: Multiplication Properties and Strategies** Mu tiplication Patterns (C) Strategies for Mul iplying (A)	Students participate in online and offline learning activ ties and practice to apply the distributive, associative, and commutative property of mu tiplica ion as a strategy to multiply, limited to whole numbers with products within 100.	**Unit: Division Equations and Strategies** Division Equations (A) Division Equations (B) Division Equations (C) Division Equations (E) Big Ideas Extended Problems **Unit: Exploring Division** Division Concepts (D) Division Concepts (E) Division Patterns (B) Division Patterns (C) Division Patterns (D) **Unit: Exploring Multiplication** Equal Groups (B) Equal Groups (C) Equal Groups (D) **Unit: Multiplication Properties and Strategies** Mul iplication Patterns (E) Strategies for Mul iplying (E) Big Ideas Extended Problems	
	6. Understand division as an unknown-factor problem *For example find 32 ÷ 8 by find ng the number that makes 32 when multiplied by 8.*	Full	Reinforced	**Unit: Exploring Division** Division Concepts (D)	Students participate in online and offline learning activ ties and practice to represent division as an unknown factor problem, and determine the unknown whole-number quotient, dividend, or divisor in a division equation by using related equations.	**Unit: Division Equations and Strategies** Big Ideas Extended Problems **Unit: Exploring Division** Division Concepts (C) Division Concepts (E)	
	Multiply and divide within 100.						
	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 40, one knows 40 ÷ 5 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Full	Reinforced	**Unit: Exploring Multiplication** Equal Groups (C) Mu tiples of 10 and 5 (A) Mu tiples of 10 and 5 (B) **Unit: Multiplication Properties and Strategies** Mul iplication Patterns (A) Mu tiplication Pa terns (B) Mu tiplication Patterns (D) Strategies for Mu tiplying (B) **Unit: Exploring Division** Division Concepts (C) Division Patterns (A) Division Patterns (C) **Unit: Division Equations and Strategies** Division Equations (A) Division Equations (B) Division Equations (C) Division Equations (D) **Unit: Shapes** Exploring Shapes and Shared Attributes (B) Polygons (B)	**Unit: Exploring Multiplication** Students participate in online and offline learning activ ties and practice to multiply a one-digit number by 0, 1, and 5. Students will be able to identify and explain patterns when multiplying by 10. **Unit: Multiplication Properties and Strategies** Students participate in online and offline learning activ ties and practice to multiply a one-digit number by 2, 4, 3, 6, 7, 8, and 9 **Unit: Exploring Division** Students participate in online activ ties to multiply by 3 and 6 with instant recall. Students will also divide a number by 1, divide 0 by a number, and divide by 5 using repeated subtraction and related multiplication facts. **Unit: Division Equations and Strategies** Students participate in online activ ties to use strategies and long division to divide by 2, 4, 3, 6, 7, 8, and 9. Students will multiply by 9 with instant recall. Students will also use their understanding of the relationship between mu tiplication and division to find a missing number in a division equation. **Unit: Shapes** Students participate in online activ ties to multiply by 7 and 8 with instant recall.	**Unit: Exploring Multiplication** Equal Groups (D) Mu tiples of 10 and 5 (C) **Unit: Multiplication Properties and Strategies** Mu tiplication Pa terns (C) Mul iplication Patterns (E) Strategies for Mu tiplying (C) Strategies for Mu tiplying (D) Strategies for Mul iplying (E) Problem Solving w th Multip ication (B) Problem Solving with Multip ication (C) Big Ideas Extended Problems **Unit: Shapes** Area Concepts (B) Exploring Shapes and Shared Attributes (C) Exploring Shapes and Shared Attributes (D) Quadrilaterals (B) Quadr laterals (C)	

	Solve problems involving the four operations, and identify and explain patterns in arithmetic						
	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Full	Reinforced	**Unit: Addition and Subtraction Strategies** Using a Standard Subtraction Algorithm (D) Using a Standard Subtrac ion Algorithm (E) **Unit: Multiplication Properties and Strategies** Problem Solving with Multiplication (C) **Unit: Division Equations and Strategies** Problem Solving with Division (C)	**Unit Addition and Subtraction Strategies** Students participate in online and offline learning activ ties and practice to solve two-step word problems that require students to use addition and subtraction. **Unit: Multiplication Properties and Strategies** Students participate in online and offline learning activ ties and practice to evaluate expressions that have more than one operation, and solve real-world problems with two steps. **Unit: Division Equations and Strategies** Students participate in online and offline learning activ ties and practice to solve real-world problems with two steps. One step will require division and the other will require addition, subtraction, or multip ication.	**Unit: Addition and Subtraction Strategies** Using a Standard Addition Algorithm (C) Using a Standard Addition Algorithm (D) Perimeter (A) Perimeter (C) Big Ideas Extended Problems **Unit: Multiplication Properties and Strategies** Problem Solving w th Multiplication (A) Problem Solving with Multip ication (B) Problem Solving with Multip ication (D) **Unit: Division Equations and Strategies** Problem Solving with Division (D) Big Ideas Extended Problems	
	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations*For example observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.*	Full	Reinforced	**Unit: Exploring Multiplication** Skip Counting Patterns (A) Skip Counting Patterns (B) Skip Counting Patterns (C) Mu tiples of 10 and 5 (A) Mu tiples of 10 and 5 (B)	Students participate in online and offline learning activ ties and practice to find patterns in sets of numbers and explain pattern of numbers. Students also ident fy and explain patterns when multiplying by 10 and when multiplying by 5.	**Unit: Data Displays** Picture and Bar Graphs (A) **Unit: Division Equations and Strategies** Division Equations (A) **Unit: Multiplication Properties and Strategies** Multiplication Patterns (A) Mul iplication Patterns (B) Mu tiplication Pa terns (D) Mul iplication Patterns (E) Strategies for Mul iplying (B) **Unit: Exploring Multiplication** Equal Groups (A) Skip Counting Patterns (D) Mu tiples of 10 and 5 (C)	
Number & Operations in Base Ten	**Number & Operations in Base Ten** **Use place value understanding and properties of operations to perform multi digit arithmetic.**						
	1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Full	Reinforced	**Unit: Patterns and Number Sense** Rounding Numbers (A) Rounding Numbers (B) Rounding Numbers (C)	Students participate in online and offline learning activ ties and practice to use place value understanding to round a 2-digit number to the nearest 10, round a 3-digit number to the nearest 100, and round a 3-digit number to the nearest 10.	**Unit: Addition and Subtraction Strategies** Estimation (A) Estimation (B) Es imation (C) **Unit: Patterns and Number Sense** Rounding Numbers (D) Rounding Numbers (E) Big Ideas Mini-Project	
	2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Full	Reinforced	**Unit: Addition and Subtraction Strategies** Strategies for Exact Sums and Differences (A) Using a Standard Addition Algorithm (A) Using a Standard Addition Algorithm (B) Using a Standard Subtraction Algor thm (A) Using a Standard Subtrac ion Algorithm (B) Using a Standard Subtraction Algorithm (C)	Students participate in online and offline learning activ ties and practice to use a number line to add or subtract, use the iden ity property of addition to add, use the commutative property of add tion to add, use the associative property of addi ion to add, and use the break apart strategy to add and subtract. Students wi l add to 100 w th and without regrouping, add to 1,000 with ad without regrouping, subtract to 1,000 without regrouping, subtract two-digit numbers with regrouping and subtract three-digit numbers with regrouping.	**Unit: Measurement: Liquid Volume and Mass** Big Ideas Mini-Project **Unit: Exploring Multiplication** Big Ideas Mini-Project **Unit: Addition and Subtraction Strategies** Strategies for Exact Sums and Differences (D) Using a Standard Addition Algorithm (C) Using a Standard Addition Algorithm (D) Using a Standard Subtrac ion Algorithm (D) Using a Standard Subtraction Algor thm (E) Estimation (A) Estimation (B) Es imation (C) Strategies for Exact Sums and Differences (B) Strategies for Exact Sums and Differences (C)	
	3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 80, 5 × 60) using strategies based on place value and properties of operations.	Full	Reinforced	**Unit: Exploring Multiplication** Mu tiples of 10 and 5 (A) **Unit: Multiplication Properties and Strategies** Strategies for Mu tiplying (D)	**Unit: Exploring Multiplication** Students participate in online and offline learning activ ties and practice to multiply by 10, and identify and explain patterns when multiplying by 10. **Unit Multiplication Properties and Strategies** Students participate in online and offline learning activ ties and practice to multiply a number by a mu tiple of 10.	**Unit Exploring Multiplication** Mu tiples of 10 and 5 (C) **Unit: Multiplication Properties and Strategies** Strategies for Mul iplying (E) Big Ideas Extended Problems	

Number & Operations Fractions tions	**Number & Operations Fractions**						
	Develop understanding of fractions as numbers.						
	1. Understand a fraction 1/b as the quant ty formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quant ty formed by a parts of size 1/b.	Full	Reinforced	**Unit: Fractions** Unit Fractions (A) Unit Fractions (B) Un t Frac ions (C) Non-Un t Fractions (A) Non-Un t Fractions (B) Non-Unit Fractions (C)	Students participate in online and offline learning activities and practice to name and represent a unit fraction of a shape, name and represent a unit fraction on a number line, and name and represent a unit fraction of a set of objects.	**Unit: Measurement: Time and Length** Big Ideas Mini-Project **Unit: Equivalent Fractions and Comparisons** Big Ideas Extended Problems **Unit: Fractions** Unit Fractions (D) Non-Un t Fractions (D) Non-Un t Fractions (E) Reasoning with Fractions (A) Reasoning with Fractions (B) Reasoning with Fractions (C) Reasoning with Fractions (D)	
	2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.						
	A. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Full	Reinforced	**Unit: Fractions** Un t Frac ions (B)	Students participate in online and offline learning activities and practice to name and represent a unit fraction on a number line Students w ll learn that a fraction can represent the relationship of a part to a whole using number lines, that every fraction has a unique location on a number line, and 1/b is located at the point exactly 1/b of the distance between 0 and 1 on the number line.	**Unit: Data Displays** Line Plots (A) **Unit: Equivalent Fractions and Comparisons** Fractions and Whole Numbers (B) Fractions and Whole Numbers (C) Big Ideas Extended Problems **Unit: Fractions** Unit Fractions (D) Non-Unit Fractions (A) Non-Un t Fractions (C) Non-Un t Fractions (D) Non-Un t Fractions (E)	
	B. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Full	Reinforced	**Unit: Fractions** Non-Unit Fractions (C)	Students participate in online and offline learning activities and practice to name and represent a unit fraction on a number line Students w ll learn to label the location of a point on a number line that is a fraction between 0 and 1 with a numerator that is greater than 1 and a unique location on the number ine. Students w ll also learn that a/b is located at the point exactly a/b distance between 0 and 1 on the number line.	**Unit: Equivalent Fractions and Comparisons** Fractions and Whole Numbers (B) Fractions and Whole Numbers (C) **Unit: Fractions** Non-Un t Fractions (D) Non-Un t Fractions (E)	
	3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.						
	A. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number ine.	Full	Reinforced	**Unit: Equivalent Fractions and Comparisons** Fraction Equivalence (A) Fraction Equivalence (B) Fraction Equivalence (C) Fraction Equivalence (D)	Students participate in online and offline learning activities and practice to identify and find equivalent fractions using models and number lines.	**Unit: Equivalent Fractions and Comparisons** Fraction Equivalence (E) Big Ideas Extended Problems	
	B. Recognize and generate simple equivalent fractions, e.g., 1/2 2/4, 4/6 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Full	Reinforced	**Un t: Equivalent Fractions and Comparisons** Fraction Equivalence (A) Fraction Equivalence (B) Fraction Equivalence (C) Fraction Equivalence (D)	Students participate in online and offline learning activities and practice to identify and find equivalent fractions using models and number lines.	**Unit: Measurement: Time and Length** Big Ideas Mini-Project **Unit: Equivalent Fractions and Comparisons** Fraction Equivalence (E) Big Ideas Extended Problems	
	C. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples Express 3 in the form 3 3/1; recognize that 6/1 6 locate 4/4 and 1 at the same point of a number ine diagram.	Full	Reinforced	**Un t: Equivalent Fractions and Comparisons** Fractions and Whole Numbers (A) Fractions and Whole Numbers (B)	Students participate in online and offline learning activities and practice to identify and name fractions that equal whole numbers, and wr te whole numbers as improper fractions.	**Unit: Equivalent Fractions and Comparisons** Fractions and Whole Numbers (C) Big Ideas Extended Problems	

	D. Compare two fractions w th the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the tw fractions refer to the same whole. Record the resu ts of comparisons w th the symbols >, , or <, and just fy the conclusions, e.g., by using a visual fraction model.	Full	Reinforced	**Unit: Equivalent Fractions and Comparisons** Compare Fractions (A) Compare Fractions (B)	Students participate in online and offline learning activ ties and practice to understand that fractions can only be compared when they descr be the same whole, compare fractions that have the same denominator, and compare fractions that have the same numerator. When comparing fractions, students use symbols >, <, or . Students just fy their answers by descr bing the d fference in the size of the shapes being divided, and by describing distance the fractions are from zero.	**Unit: Equivalent Fractions and Comparisons** Compare Fractions (C) Fractions and Whole Numbers (B) Fractions and Whole Numbers (C) Big Ideas Extended Problems	
	Measurement & Data						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.						
	1. Tell and write time to the nearest minute and measure time intervals in minutes Solve word problems involving addition and subtraction of time intervals in minute e.g., by representing the problem on a number line diagram.	Full	Reinforced	**Unit: Measurement: Time and Length** Clock Time and Units of Time (A) Clock Time and Units of Time (B) Clock Time and Un ts of Time (C) Clock Time and Un ts of Time (D)	Students participate in online and offline learning activ ties and practice to use a clock to tell time to the nearest minute, understand and use the terms quarter hour and half hour, understand the difference between a.m. and p.m., tell time using a.m. and p.m., know the difference between midnight and noon, determine how much time has elapsed between two times, and solve time problems using addition and subtraction.	**Unit: Measurement: Time and Length** Clock Time and Units of Time (E) **Unit: Data Displays** Big Ideas Extended Problems	
	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and iters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same un ts, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[2]	Full	Reinforced	**Unit: Measurement: Liquid Volume and Mass** Liquid Volume (A) Liquid Volume (B) Liquid Volume (C) Mass (A) Mass (B) Mass (C)	Students participate in online and offline learning activ ties and practice to measure and estimate liquid volume to the nearest l ter, solve liquid volume problems using addition, subtraction, mul iplication, and division. Students also measure and estimate mass to the nearest gram or kilogram, and solve mass problems using addition, subtraction, multiplication and division.	**Unit End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C) **Unit: Measurement: Liquid Volume and Mass** Liquid Volume (D) Mass (D) **Unit: Data Displays** Big Ideas Extended Problems	
	Represent and interpret data.						
	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs *For example draw a bar graph in which each square in the bar graph might represent 5 pets.*	Full	Reinforced	**Unit: Data Displays** Picture and Bar Graphs (A) Picture and Bar Graphs (B) Picture and Bar Graphs (C) Picture and Bar Graphs (D)	Students participate in online and offline learning activ ties and practice to record and interpret data in frequency tables, use frequency tables to solve problems and make predictions, interpret and use picture graphs to solve problems and make predictions, draw picture graphs, interpret bar graphs, solve problems with one or two steps using bar graphs, make predictions using scaled bar graphs, and draw bar graphs.	**Unit: Fractions** Big Ideas Challenge Problems **Unit: Data Displays** Picture and Bar Graphs (E) Big Ideas Extended Problems	
	4. Generate measurement data by measuring lengths using rulers marked w th halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	Full	Reinforced	**Unit: Measurement: Time and Length** Measuring Length (A) **Unit: Data Displays** Line Plots (A) Line Plots (B) Line Plots (C)	**Unit: Measurement: Time and Length** Students participate in online and offline learning activ ties and practice to learn how to estimate and measure the length of an object in inches. They w ll estimate to the nearest half inch and measure with a ruler to the nearest quarter inch. **Unit Data Displays** Students participate in online and offline learning activ ties and practice to interpret data and solve problems using line plots, draw line plots with whole number scales, and draw ine plots with scales that go by halves and quarters.	**Unit Measurement Liquid Volume and Mass** Liquid Volume (A) **Unit: Measurement: Time and Length** Measuring Length (D) **Unit: Data Displays** Line Plots (D) Picture and Bar Graphs (D) Big Ideas Extended Problems **Unit: Shapes** Big Ideas Challenge Problems	
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.						
	5. Recognize area as an attribute of plane figures and understand concepts of area measurement.						
	A. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Full	Reinforced	**Unit: Geometry Measurement: Area** Area Concepts (A) Area Concepts (C)	Students participate in online and offline learning activ ties and practice to understand the meaning of area and express the area of a figure in square units.	**Unit: Geometry Measurement: Area** Area Concepts (B) Big Ideas Extended Problems	

Measurement & Data	B. A plane figure which can be covered without gaps or overlaps by n un t squares is said to have an area of n square units.	Full	Reinforced	**Unit: Geometry Measurement: Area** Area Concepts (A) Area Concepts (C)	Students participate in online and offline learning activ ties and practice to learn that area is the measure of the space inside two-dimensional figures. They'll learn that area is measured in square units and that the area of a plane figure is the number of unit squares that cover the shape with no gaps or overlaps.	**Unit Geometry Measurement Area** Measuring and Calculating Area (A) Measuring and Calculating Area (B) Measuring and Calculating Area (D) Big Ideas Extended Problems	
	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Full	Reinforced	**Unit Geometry Measurement Area** Measuring and Calculating Area (B) Measuring and Calculating Area (D)	Students participate in online and offline learning activ ties and practice to find the area of a rectangle by covering t with un t squares, find the area of a figure by counting unit squares, understand that a square centimeter is smaller than a square meter, and understand that a square inch is smaller than a square foot.	**Unit: Geometry Measurement: Area** Measuring and Calculating Area (A) Measuring and Calculating Area (C) Area Concepts (B) Area Concepts (C) Big Ideas Extended Problems	
	7. Relate area to the operations of multiplication and addition.						
	A. Find the area of a rectangle with whole-number side lengths by tiling it, and sho that the area is the same as would be found by mu tiplying the side lengths.	Full	Reinforced	**Unit: Geometry Measurement: Area** Measuring and Calculating Area (C)	Students participate in online and offline learning activ ties and practice to multiply side lengths to find the area of a rectangle and use a formula to find the area of a rectangle. Through counting unit squares, students w ll discover the formula for the area of a rectangle recognizing that t's easier to count the number of rows and the number of squares in each row and multiply those values.	**Unit: Fractions** Un t Fractions (A) **Unit: Geometry Measurement: Area** Measuring and Calculating Area (A) Measuring and Calculating Area (D) Big Ideas Extended Problems	
	B. Multiply side lengths to find areas of rectangles wi h whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Full	Reinforced	**Unit: Geometry Measurement: Area** Measuring and Calculating Area (C) Applying Formulas and Properties (B)	Students participate in online and offline learning activ ties and practice to multiply side lengths to find the area of a rectangle, use a formula to find the area of a rectangle, and solve real-world area problems using multiplication.	**Unit: Geometry Measurement: Area** Measuring and Calculating Area (D) Applying Formulas and Properties (A) Applying Formulas and Properties (E) Applying Formulas and Properties (F) Big Ideas Extended Problems	
	C. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	Full	Reinforced	**Unit: Geometry Measurement: Area** Applying Formulas and Properties (D)	Students participate in online and offline learning activ ties and practice to use area to represent the distr butive property. Students w ll model the distributive property by adding the areas of two parts of the same rectangle.	**Unit: Geometry Measurement: Area** Applying Formulas and Properties (F) Big Ideas Extended Problems	
	D. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Full	Reinforced	**Unit: Geometry Measurement: Area** Applying Formulas and Properties (A) Big Ideas Extended Problems	Students participate in online and offline learning activ ties and practice to find the area of a figure by dividing it into rectangles Students w ll use the additive property of area to find the area of a complex figure that can be divided into two or more rectangles or squares. Students w ll solve a real-world problem by decomposing a rect linear figure into rectangles and then finding the area of each rectangle and adding them together.	**Unit: Geometry Measurement: Area** Applying Formulas and Properties (F)	
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.						
	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles w th the same perimeter and d fferent areas or w th the same area and different perimeters.	Full	Reinforced	**Unit: Addition and Subtraction Strategies** Perimeter (A) Perimeter (B) Perimeter (C) **Unit: Geometry Measurement: Area** Applying Formulas and Properties (E)	**Unit: Addition and Subtraction Strategies** Students participate in online and offline learning activ ties and practice to find the perimeter of a figure, find the measure of a missing side length using perimeter, and use perimeter to solve real-world problems. **Unit: Geometry Measurement: Area** Students participate in online and offline learning activ ties and practice to show that rectangles can have the same area and different perimeters, show that rectangles can have the same perimeter and different areas, and use a multiplication equation to represent the area of the rectangle.	**Unit: Addition and Subtraction Strategies** Perimeter (D) Big Ideas Extended Problems **Unit: Exploring Multiplication** Big Ideas Mini-Project **Unit Geometry Measurement Area** Applying Formulas and Properties (F) Area Concepts (A) Big Ideas Extended Problems	

Attachment C

Alignment

Geometry	**Reason with shapes and their attributes**						
	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attr butes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadr laterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Full	Reinforced	**Unit: Shapes** Exploring Shapes and Shared Attributes (C) Exploring Shapes and Shared Attributes (D) Polygons (A) Polygons (B) Quadr laterals (A) Quadr laterals (B) Quadr laterals (C)	Students participate in online and offline learning activ ties and practice to identify the features that two or more shapes share, classify shapes based on their features, define and identify polygons, ident fy and describe types of polygons, classify polygons, ident fy types of quadr laterals, classify quadrilaterals and describe and draw quadrilaterals.	**Unit: Geometric Measurement: Area** Big Ideas Extended Problems **Unit: Shapes** Exploring Shapes and Shared Attributes (A) Exploring Shapes and Shared Attributes (B) Exploring Shapes and Shared Attributes (E) Polygons (C) Quadr laterals (D)	
	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.*For example partition a shape into 4 parts with equal area and descr be the area of each part as 1/4 of the area of the shape.*	Full	Reinforced	**Unit: Fractions** Unit Fractions (A)	Students participate in online and offline learning activ ties and practice to name a unit fraction of a shape and represent a un t fraction using a shape.	**Unit: Measurement: Time and Length** Big Ideas Mini-Project **Unit: Equivalent Fractions and Comparisons** Big Ideas Extended Problems **Unit Fractions** Unit Fractions (D)	
Standards for Mathematical Practice	**Standards for Mathematical Practice**						
	1. Make sense of problems and persevere in solving them.	Full	Reinforced	**Unit: Patterns and Number Sense** Big Ideas Mini-Project **Unit: Measurement: Time and Length** Big Ideas Mini-Project	**Unit Patterns and Number Sense** Students participate in online and offline learning activ ties and practice to complete a mini project where they will need to make sense of problems and persevere in solving them as they round a whole number to the nearest 100 or 10 while creating a mystery picture on a grid. **Unit: Measurement: Time and Length** Students participate in online and offline learning activ ties and practice to complete a mini-project where they w ll need to make sense of problems and persevere in solving them as they iden ify flags that are divided into equal parts, descr be parts of flags using fractions, then design their own flag.	**Unit Data Displays** Picture and Bar Graphs (A) **Unit: Patterns and Number Sense** Number Sense (A) Number Sense (B) Number Sense (C) Number Sense (D) Compare and Order Numbers (A) Compare and Order Numbers (B) Compare and Order Numbers (C) Compare and Order Numbers (D) **Unit: Measurement: Liquid Volume and Mass** Big Ideas Mini-Project **Unit: End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C)	
	2. Reason abstractly and quantitatively.	Full	Reinforced	**Unit Equivalent Fractions and Comparisons** Compare Fractions (A) Compare Fractions (B)	Students participate in online and offline learning activ ties and practice where they learn to reason abstractly and quantitativel as they justify the comparison between two fractions with the same numerator by reasoning about their size or using a visua model, limited to frac ions w th denominators 2, 3, 4, 6, and 8.	**Unit Addition and Subtraction Strategies** Estimation (A) Estimation (B) Es imation (C) **Unit: End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C)	
	3. Construct viable arguments and critique the reasoning of others.	Full	Reinforced	**Unit Equivalent Fractions and Comparisons** Compare Fractions (A) Compare Fractions (B)	Students participate in online and offline learning activ ties and practice where they learn to construct viable arguments and critique the reasoning of others as they justify the comparison between two fractions w th the same numerator by reasoning about their size or using a visual model, lim ted to fractions with denominators 2, 3, 4, 6, and 8.	**Unit: Fractions** Reasoning with Fractions (A) Reasoning w th Fractions (B) Reasoning w th Fractions (C)	
Standards for Mathematical Practice	4. Model with mathematics.	Full	Reinforced	**Unit: Patterns and Number Sense** Big Ideas Mini-Project **Unit: Measurement: Time and Length** Big Ideas Mini-Project	**Unit: Patterns and Number Sense** Students participate in online and offline learning activ ties and practice to complete a mini project where they will need to model with mathema ics as they round a whole number to the nearest 100 or 10 while creating a mystery picture on a grid. **Unit: Measurement: Time and Length** Students participate in online and offline learning activ ties and practice to complete a mini-project where they w ll need to model with mathema ics as they identify flags that are divided into equal parts, descr be parts of flags using fractions, then design their own flag.	**Unit Exploring Multiplication** Big Ideas Mini-Project **Unit: Exploring Division** Big Ideas Mini-Project **Unit End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C)	

	5. Use appropriate tools strategically.	Full	Reinforced	**Unit: Shapes** Big Ideas Challenge Problems **Unit: Measurement: Time and Length** Big Ideas Mini-Project	**Unit: Shapes** Students participate in online and offline learning activ ties and practice to complete challenge problems where they will need to use appropriate tools strategically as they measure length using rulers marked with halves and fourths of an inch, and represent data on a ine plot using a horizontal scale measured using whole numbers, halves, or quarters. **Unit: Measurement: Time and Length** Students participate in online and offline learning activ ties and practice to complete a mini-project where they w ll need to use appropriate tools strategica ly as they identify flags that are divided into equal parts, describe parts of flags using fractions, then design their own flag.	**Unit: Measurement: Liquid Volume and Mass** Big Ideas Mini-Project	
	6. Attend to precision.	Full	Reinforced	**Unit: Measurement: Liquid Volume and Mass** Big Ideas Mini-Project	Students participate in online and offline learning activ ties and practice to complete a mini-project where they w ll need to attend to precision as they estimate the capacity of different containers to the nearest l ter, then measure the liquid volume of each container to the nearest iter.	**Unit: Measurement: Liquid Volume and Mass** Big Ideas Mini-Project **Unit End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C)	
	7. Look for and make use of structure.	Full	Reinforced	**Unit: Exploring Multiplication** Skip Counting Patterns (A) Skip Counting Patterns (B) Skip Counting Patterns (C) Mu tiples of 10 and 5 (A) Mu tiples of 10 and 5 (B)	Students participate in online and offline learning activ ties and practice where they learn to look for and make use of structure as they find patterns in sets of numbers and explain patterns o numbers. Students also ident fy and explain patterns when multiplying by 10 and when multiplying by 5.	**Unit: Exploring Multiplication** Big Ideas Mini-Project **Unit: Exploring Division** Big Ideas Mini-Project **Unit: End of Year Project** End-of-Year Project (A) End-of-Year Project (B) End-of-Year Project (C)	
	8. Look for and express regularity in repeated reasoning.	Full	Reinforced	**Unit Equivalent Fractions and Comparisons** Compare Fractions (A) Compare Fractions (B)	Students participate in online and offline learning activ ties and practice where they look for and express regularity in repeated reasoning as they justify the comparison between two fractions with the same numerator by reasoning about their size or using a visual model, limited to frac ions w th denominators 2, 3, 4, 6 and 8.	**Unit Fractions** Reasoning with Fractions (A) Reasoning w th Fractions (B) Reasoning w th Fractions (C)	

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Stride

Common Core State Standards for Mathematics for Grade 7
Compared to MTH07E3 Summit Math 7

Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.6.NS.C.6c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.7.NS.A.1a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Describe situations in which opposite quantities combine to make 0.
A	1	Adding and Subtracting Rational Numbers	1	Additive Inverses	CCSS.Math.Content.7.NS.A.1b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	CCSS.Math.Content.6.NS.C.6a	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.
A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	CCSS.Math.Content.7.NS.A.1b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.

A	1	Adding and Subtracting Rational Numbers	2	Equidistant Points	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	CCSS.Math.Content.6.NS.C.7c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	CCSS.Math.Content.7.NS.A.1b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	3	Add Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	4	Add Signed Decimals	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	5	Add Signed Fractions	CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	1	Adding and Subtracting Rational Numbers	5	Add Signed Fractions	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.

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A	1	Adding and Subtracting Rational Numbers	7	Subtract Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	8	Subtract Signed Decimals	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

A	1	Adding and Subtracting Rational Numbers	9	Subtract Signed Fractions	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	10	A Day to Digest	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	10	A Day to Digest	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Adding and Subtracting Rational Numbers	11	Addition Properties	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.

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A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.6.NS.C.7c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.7.NS.A.1b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
A	1	Adding and Subtracting Rational Numbers	12	Distance on a Number Line 1	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	13	Distance on a Number Line 2	CCSS.Math.Content.7.NS.A.1c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
A	1	Adding and Subtracting Rational Numbers	14	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	1	Adding and Subtracting Rational Numbers	15	Unit Review	Multiple	All assessed standards covered in this unit
A	1	Adding and Subtracting Rational Numbers	16	Unit Test	Multiple	All assessed standards covered in this unit
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.

A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	1	Multiply Integers	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.

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A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	2	Multiply Signed Decimals	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	3	Multiply Signed Fractions	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	4	Multiply Signed Mixed Numbers	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	5	Divide Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	6	Divide Signed Decimals	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	CCSS.Math.Content.6.NS.A.1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	7	Divide Signed Fractions	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.

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A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers	CCSS.Math.Content.5.NF.A.1	Use equivalent fractions as a strategy to add and subtract fractions. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	8	Divide Signed Mixed Numbers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.

A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	9	A Day to Digest	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	10	Associative and Commutative Properties	CCSS.Math.Practice.MP7	Look for and make use of structure.

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A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	CCSS.Math.Content.6.NS.B.4	Compute fluently with multi-digit numbers and find common factors and multiples. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1—100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	CCSS.Math.Content.7.NS.A.2a	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	11	Distributive Property Versus Factoring	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	CCSS.Math.Content.6.NS.C.6a	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.

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A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	CCSS.Math.Content.7.NS.A.2b	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.
A	2	Multiplying and Dividing Rational Numbers	12	Division Properties	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	2	Multiplying and Dividing Rational Numbers	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	2	Multiplying and Dividing Rational Numbers	14	Unit Review	Multiple	All assessed standards covered in this unit
A	2	Multiplying and Dividing Rational Numbers	15	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Problem Solving with Rational Numbers	1	Write Rational Numbers as Decimals 1	CCSS.Math.Content.6.NS.B.2	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
A	3	Problem Solving with Rational Numbers	1	Write Rational Numbers as Decimals 1	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	2	Write Rational Numbers as Decimals 2	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

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A	3	Problem Solving with Rational Numbers	2	Write Rational Numbers as Decimals 2	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	3	A Day to Digest	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.5.NF.B.3	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	4	Solve One-Step Problems 1	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.5.NBT.B.7	Perform operations with multi-digit whole numbers and with decimals to hundredths. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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A	3	Problem Solving with Rational Numbers	5	Solve One-Step Problems 2	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.6.NS.C.5	Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	7	Solve Multistep Problems 1	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	3	Problem Solving with Rational Numbers	8	Solve Multistep Problems 2	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	3	Problem Solving with Rational Numbers	9	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	3	Problem Solving with Rational Numbers	10	Unit Review	Multiple	All assessed standards covered in this unit
A	3	Problem Solving with Rational Numbers	11	Unit Test	Multiple	All assessed standards covered in this unit

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A	4	Expressions	1	Evaluate Numerical Expressions with Integers	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	1	Evaluate Numerical Expressions with Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	4	Expressions	2	Evaluate Numerical Expressions with Rational Numbers	CCSS.Math.Content.6.EE.A.1	Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.
A	4	Expressions	2	Evaluate Numerical Expressions with Rational Numbers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	4	Expressions	3	Evaluate Algebraic Expressions	CCSS.Math.Content.6.EE.A.2b	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	3	Evaluate Algebraic Expressions	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	4	A Day to Digest	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.6.EE.A.3	Apply and extend previous understandings of arithmetic to algebraic expressions. Apply the properties of operations to generate equivalent expressions.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	5	Linear Expressions 1	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.

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A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.EE.A.2	Use properties of operations to generate equivalent expressions. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
A	4	Expressions	6	Linear Expressions 2	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	4	Expressions	7	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.6.EE.B.5	Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Content.7.EE.A.2	Use properties of operations to generate equivalent expressions. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
A	4	Expressions	8	Equivalent Linear Expressions	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
A	4	Expressions	9	Add and Subtract Linear Expressions	CCSS.Math.Content.6.EE.A.2b	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
A	4	Expressions	9	Add and Subtract Linear Expressions	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	4	Expressions	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	4	Expressions	11	Unit Review	Multiple	All assessed standards covered in this unit
A	4	Expressions	12	Unit Test	Multiple	All assessed standards covered in this unit

A	5	Solving Linear Equations	1	Solve One-Step Equations with Integers	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	1	Solve One-Step Equations with Integers	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	5	Solving Linear Equations	2	Solve One-Step Equations with Decimals	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	2	Solve One-Step Equations with Decimals	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	5	Solving Linear Equations	3	Solve One-Step Equations with Fractions	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

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A	5	Solving Linear Equations	3	Solve One-Step Equations with Fractions	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.
A	5	Solving Linear Equations	4	Solve One-Step Equations with Rational Numbers	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	4	Solve One-Step Equations with Rational Numbers	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	5	Solving Linear Equations	5	Model the Real World with One-Step Equations	CCSS.Math.Content.6.EE.A.2a	Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.
A	5	Solving Linear Equations	5	Model the Real World with One-Step Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	6	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.

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A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	7	Solve Two-Step Equations with Integers	CCSS.Math.Content.7.NS.A.3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers.
A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	8	Solve Two-Step Equations with Decimals	CCSS.Math.Content.7.NS.A.1d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Apply properties of operations as strategies to add and subtract rational numbers.

A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	9	Solve Two-Step Equations with Fractions	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.6.EE.B.6	Reason about and solve one-variable equations and inequalities. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

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A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	10	Model with Two-Step Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP4	Model with mathematics.
A	5	Solving Linear Equations	11	Model the Real World with Two-Step Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	12	A Day to Digest	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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A	5	Solving Linear Equations	13	Solve Multistep Equations with Integers	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	14	Solve Multistep Equations with Decimals	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	14	Solve Multistep Equations with Decimals	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	14	Solve Multistep Equations with Decimals	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
A	5	Solving Linear Equations	15	Solve Multistep Equations with Fractions	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

A	5	Solving Linear Equations	15	Solve Multistep Equations with Fractions	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	15	Solve Multistep Equations with Fractions	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
A	5	Solving Linear Equations	16	A Day to Digest	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	16	A Day to Digest	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

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A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	17	Model with Multistep Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP4	Model with mathematics.
A	5	Solving Linear Equations	18	Model the Real World with Multistep Equations	CCSS.Math.Practice.MP6	Attend to precision.
A	5	Solving Linear Equations	19	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	5	Solving Linear Equations	20	Unit Review	Multiple	All assessed standards covered in this unit
A	5	Solving Linear Equations	21	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.6.EE.B.8	Reason about and solve one-variable equations and inequalities. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

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A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.7.EE.B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	6	Solving Linear Inequalities	1	One-Step Addition or Subtraction Inequalities	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	2	One-Step Multiplication or Division Inequalities	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	6	Solving Linear Inequalities	2	One-Step Multiplication or Division Inequalities	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	3	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	CCSS.Math.Content.6.EE.B.8	Reason about and solve one-variable equations and inequalities. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	CCSS.Math.Content.7.EE.B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

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A	6	Solving Linear Inequalities	4	Model with One-Step Inequalities	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	5	Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
A	6	Solving Linear Inequalities	5	Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	6	A Day to Digest	CCSS.Math.Content.7.EE.B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	6	Solving Linear Inequalities	6	A Day to Digest	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	7	Model with Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

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A	6	Solving Linear Inequalities	7	Model with Two-Step Inequalities	CCSS.Math.Content.7.EE.B.4b	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
A	6	Solving Linear Inequalities	8	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
A	6	Solving Linear Inequalities	9	Unit Review	Multiple	All assessed standards covered in this unit
A	6	Solving Linear Inequalities	10	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Semester Review and Test	1	Semester A Review	Multiple	All assessed standards covered by this point in the course
A	7	Semester Review and Test	2	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	1	Proportional Relationships	1	Proportion	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio a:b with b≠ 0, and use rate language in the context of a ratio relationship.
B	1	Proportional Relationships	1	Proportion	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	2	Identify Proportional Relationships	CCSS.Math.Content.6.RP.A.3a	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
B	1	Proportional Relationships	2	Identify Proportional Relationships	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	2	Identify Proportional Relationships	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	2	Identify Proportional Relationships	CCSS.Math.Practice.MP5	Use appropriate tools strategically.

B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Content.6.NS.C.6c	Apply and extend previous understandings of numbers to the system of rational numbers. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Content.7.RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
B	1	Proportional Relationships	3	Graph Proportional Relationships	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio a:b with b≠ 0, and use rate language in the context of a ratio relationship.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Content.7.RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	4	Unit Rates	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio a:b with b≠ 0, and use rate language in the context of a ratio relationship.

B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Content.7.RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Proportional Relationships	5	Constant of Proportionality and Unit Rate	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.6.RP.A.3a	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Content.7.RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	6	Equations and Proportional Relationships 1	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Content.7.RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	7	Equations and Proportional Relationships 2	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7.RP.A.1	Analyze proportional relationships and use them to solve real-world and mathematical problems. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7.RP.A.2b	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7.RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.

B	1	Proportional Relationships	8	A Day to Digest	CCSS.Math.Content.7.RP.A.2d	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
B	1	Proportional Relationships	9	Solve a Proportion	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	9	Solve a Proportion	CCSS.Math.Content.7.RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Content.7.G.A.1	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	10	Scale Factor	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Content.6.RP.A.3	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Content.7.G.A.1	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	1	Proportional Relationships	11	Scale Factor Applications	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	1	Proportional Relationships	12	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.

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B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.2c	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	1	Proportional Relationships	13	Proportional Relationship Applications	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Proportional Relationships	14	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	1	Proportional Relationships	15	Unit Review	Multiple	All assessed standards covered in this unit
B	1	Proportional Relationships	16	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Percents	1	Convert Between Rational Numbers and Percents	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	1	Convert Between Rational Numbers and Percents	CCSS.Math.Content.7.NS.A.2d	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
B	2	Percents	2	Determine the Percent	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	2	Determine the Percent	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.

B	2	Percents	3	Determine the Percent in the Real World	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	3	Determine the Percent in the Real World	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	4	Percent Increase or Decrease	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	2	Percents	4	Percent Increase or Decrease	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	5	Percent Error	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	5	Percent Error	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	6	A Day to Digest	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	2	Percents	6	A Day to Digest	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	7	One-Step Percent Application Problems	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.

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B	2	Percents	8	Simple Interest	CCSS.Math.Content.6.RP.A.1	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
B	2	Percents	8	Simple Interest	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	9	Multistep Percent Problems	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
B	2	Percents	9	Multistep Percent Problems	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	2	Percents	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	2	Percents	11	Unit Review	Multiple	All assessed standards covered in this unit
B	2	Percents	12	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Content.7.G.A.2	Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	1	Triangles	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Content.6.G.A.3	Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Content.7.G.A.2	Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	2	Construct Two-Dimensional Figures	CCSS.Math.Practice.MP5	Use appropriate tools strategically.

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B	3	Two-Dimensional Geometry	3	Number of Triangles	CCSS.Math.Content.6.G.A.3	Solve real-world and mathematical problems involving area, surface area, and volume. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	3	Number of Triangles	CCSS.Math.Content.7.G.A.2	Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	4	Angle Pairs	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
B	3	Two-Dimensional Geometry	4	Angle Pairs	CCSS.Math.Content.7.G.B.5	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
B	3	Two-Dimensional Geometry	5	A Day to Digest	CCSS.Math.Content.7.G.A.2	Draw, construct, and describe geometrical figures and describe the relationships between them. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
B	3	Two-Dimensional Geometry	5	A Day to Digest	CCSS.Math.Content.7.G.B.5	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
B	3	Two-Dimensional Geometry	6	Circles	CCSS.ELA-Literacy.L.9-10.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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B	3	Two-Dimensional Geometry	6	Circles	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
B	3	Two-Dimensional Geometry	6	Circles	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.5.NBT.B.6	Perform operations with multi-digit whole numbers and with decimals to hundredths. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.7.EE.A.1	Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
B	3	Two-Dimensional Geometry	7	Circumference	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	8	Circumference and Perimeter Applications	CCSS.Math.Content.6.NS.B.3	Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
B	3	Two-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.G.A.1	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	3	Two-Dimensional Geometry	8	Circumference and Perimeter Applications	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

B	3	Two-Dimensional Geometry	9	Properties of Volume and Surface Area 2	CCSS.Math.Content.7.G.A.1	Draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	9	Area of a Circle	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	3	Two-Dimensional Geometry	10	Area of Partial Circles	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	10	Area of Partial Circles	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Content.6.G.A.1	Solve real-world and mathematical problems involving area, surface area, and volume. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	3	Two-Dimensional Geometry	11	Area of Composite Figures in the Real World 1	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	3	Two-Dimensional Geometry	12	Area of Composite Figures in the Real World 2	CCSS.Math.Content.7.G.B.4	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

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B	3	Two-Dimensional Geometry	12	Area of Composite Figures in the Real World 2	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	3	Two-Dimensional Geometry	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	3	Two-Dimensional Geometry	14	Unit Review	Multiple	All assessed standards covered in this unit
B	3	Two-Dimensional Geometry	15	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Content.6.G.A.4	Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Content.7.G.A.3	Draw, construct, and describe geometrical figures and describe the relationships between them. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
B	4	Three-Dimensional Geometry	1	Slice Solids	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.6.G.A.4	Solve real-world and mathematical problems involving area, surface area, and volume. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Content.HSG-SRT.B.5	Prove theorems involving similarity Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
B	4	Three-Dimensional Geometry	2	Surface Area 1	CCSS.Math.Practice.MP7	Look for and make use of structure.

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B	4	Three-Dimensional Geometry	3	Surface Area 2	CCSS.Math.Content.7.EE.B.4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
B	4	Three-Dimensional Geometry	3	Surface Area 2	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	4	Surface Area of Complex Solids	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	4	Surface Area of Complex Solids	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	4	Three-Dimensional Geometry	5	A Day to Digest	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	6	Volume of Right Prisms	CCSS.Math.Content.6.G.A.2	Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	6	Volume of Right Prisms	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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B	4	Three-Dimensional Geometry	7	Volume of Complex Solids	CCSS.Math.Content.6.G.A.2	Solve real-world and mathematical problems involving area, surface area, and volume. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
B	4	Three-Dimensional Geometry	7	Volume of Complex Solids	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	7	Volume of Complex Solids	CCSS.Math.Practice.MP7	Look for and make use of structure.
B	4	Three-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	8	Properties of Volume and Surface Area 1	CCSS.Math.Content.7.NS.A.2c	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers.
B	4	Three-Dimensional Geometry	9	Properties of Volume and Surface Area 2	CCSS.Math.Content.7.G.B.6	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
B	4	Three-Dimensional Geometry	10	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	4	Three-Dimensional Geometry	11	Unit Review	Multiple	All assessed standards covered in this unit
B	4	Three-Dimensional Geometry	12	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Statistics	1	Sampling	CCSS.Math.Content.6.SP.A.1	Develop understanding of statistical variability. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
B	5	Statistics	1	Sampling	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	2	Draw Inferences from Samples 1	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	3	Draw Inferences from Samples 2	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	4	A Day to Digest	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	5	Multiple Samples from a Population	CCSS.Math.Content.6.SP.A.2	Develop understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
B	5	Statistics	5	Multiple Samples from a Population	CCSS.Math.Content.7.SP.A.1	Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
B	5	Statistics	5	Multiple Samples from a Population	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	5	Statistics	6	Compare Line Plots	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Statistics	6	Compare Line Plots	CCSS.Math.Content.7.SP.B.3	Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
B	5	Statistics	6	Compare Line Plots	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	6	Compare Line Plots	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	5	Statistics	7	Use Statistical Measures	CCSS.Math.Content.6.SP.B.5c	Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

B	5	Statistics	7	Use Statistical Measures	CCSS.Math.Content.7.SP.B.3	Draw informal comparative inferences about two populations. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
B	5	Statistics	7	Use Statistical Measures	CCSS.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
B	5	Statistics	8	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	5	Statistics	9	Unit Review	Multiple	All assessed standards covered in this unit
B	5	Statistics	10	Unit Test	Multiple	All assessed standards covered in this unit
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.6.RP.A.2	Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate a/b associated with a ratio a:b with b≠ 0, and use rate language in the context of a ratio relationship.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.5	Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	1	Understand and Determine Simple Probability 1	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

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B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.5	Investigate chance processes and develop, use, and evaluate probability models. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	2	Understand and Determine Simple Probability 2	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
B	6	Probability	3	Use Theoretical Probability to Predict	CCSS.Math.Content.6.RP.A.3c	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.EE.B.3	Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.6	Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	4	Simple Experimental Probability	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	5	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	6	Probability	6	Simple Probability Models	CCSS.Math.Content.6.RP.A.3a	Understand ratio concepts and use ratio reasoning to solve problems. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
B	6	Probability	6	Simple Probability Models	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.

B	6	Probability	6	Simple Probability Models	CCSS.Math.Practice.MP4	Model with mathematics.
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.6.SP.B.4	Summarize and describe distributions. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.7.SP.C.6	Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
B	6	Probability	7	Experimental Probability Models	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	8	Geometric Probability Models	CCSS.Math.Content.7.SP.C.6	Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
B	6	Probability	8	Geometric Probability Models	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	8	Geometric Probability Models	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	9	A Day to Digest	CCSS.Math.Content.7.SP.C.6	Investigate chance processes and develop, use, and evaluate probability models. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

B	6	Probability	9	A Day to Digest	CCSS.Math.Content.7.SP.C.7a	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
B	6	Probability	9	A Day to Digest	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	10	Fundamental Counting Principle	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
B	6	Probability	10	Fundamental Counting Principle	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
B	6	Probability	11	Compound Probability	CCSS.Math.Content.7.SP.C.7b	Investigate chance processes and develop, use, and evaluate probability models. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.

B	6	Probability	11	Compound Probability	CCSS.Math.Content.7.SP.C.8a	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
B	6	Probability	11	Compound Probability	CCSS.Math.Content.7.SP.C.8b	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
B	6	Probability	12	Experimental Probability of Compound Events	CCSS.Math.Content.7.SP.A.2	Use random sampling to draw inferences about a population. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
B	6	Probability	12	Experimental Probability of Compound Events	CCSS.Math.Content.7.SP.C.8a	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
B	6	Probability	12	Experimental Probability of Compound Events	CCSS.Math.Content.7.SP.C.8c	Investigate chance processes and develop, use, and evaluate probability models. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Design and use a simulation to generate frequencies for compound events.
B	6	Probability	13	Your Choice	N/A	Students may use this lesson time to complete any unfinished work, ask their teacher for help, review prior lessons, or go on to the next lesson.
B	6	Probability	14	Unit Review	Multiple	All assessed standards covered in this unit
B	6	Probability	15	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

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B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	1	Research the Costs of Package Deal and Individual Pricing 1	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	2	Research the Costs of Package Deal and Individual Pricing 2	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	3	Analyze Your Package Deal 1	CCSS.Math.Practice.MP6	Attend to precision.

B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	4	Analyze Your Package Deal 2	CCSS.Math.Practice.MP6	Attend to precision.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Content.7.RP.A.2a	Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Content.7.RP.A.3	Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportional relationships to solve multistep ratio and percent problems.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP4	Model with mathematics.
B	7	Project: Package Deals	5	What Do You Think About Package Deals?	CCSS.Math.Practice.MP6	Attend to precision.
B	8	Semester Review and Test	1	Semester B Review	Multiple	All assessed standards covered by this point in the course
B	8	Semester Review and Test	2	Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course

Stride

Common Core State Standards for Mathematics for Grade 7
Compared to MTH07E3 Summit Math 7

A ignment ver fied: uly 22 2021

Strand/Topic	Standards	Coverage	Depth of Coverage	Primary Alignment Course/Units/Lessons	How the Standard is Addressed	Additional Alignment Course/Units/Lessons	Comments
Ratios and Proportional Relationships	**Analyze proportional relationships and use them to solve real world and mathematical problems.**						
	7.RP.A.1. Compute unit rates associated w th ratios of fractions, including ratios of lengths, areas and other quantities measured in ike or different units. For example, f a person wa ks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	Fu l	Reinforced	**MTH07BE3: Unit: Proportional Relationships** Un t Rates Constant of Proportiona ity and Unit Rate	Students will participate in an on ine interactive learning session. In these lessons, students w ll compute unit rates with fractions and decimals using d fferent units in a variety of scenarios. Some examples and problems include changing a recipe, finding un t cost, temperature rate of change, unit rate comparing model to real dimensions, finding miles per minute, and comparing square inches per square m le on a map.		
	7.RP.A.2. Recognize and represent proportional relationships between quantities.						
	7.RP.A.2.a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight ine through the origin.	Fu l	Reinforced	**MTH07BE3: Unit: Proportional Relationships** Proportion Ident fy Proportional Relationships Graph Proportional Relationships	Students will participate in an on ine interactive learning session. In these lessons, students w ll determine whether two quant ties are in a proportional relationship by comparing simpl fied fractions, whether values in a table represent a proportional relationship, the constant of proportionality from a table of values showing a proportional relationship, whether paired values represent a proportional relationship by representing them on a graph, and the constant of propor ional ty from a graph of a proportional relationship.	**MTH07BE3: Unit: Project: Package Deals** Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 Analyze Your Package Deal 1 Analyze Your Package Deal 2 What Do You Think About Package Deals? **MTH07BE3: Unit: Proportional Relationships** Equations and Proportional Relationships 1 Equations and Proportional Relationships 2 Proportional Relationship Applications Scale Factor Solve a Proportion	
	7.RP.A.2.b. Iden ify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Fu l	Reinforced	**MTH07BE3: Unit: Proportional Relationships** Ident fy Proportional Relationships Graph Proportional Relationships Constant of Proportiona ity and Unit Rate	Students will participate in an on ine interactive learning session. In these lessons, students w ll determine the constant of proportiona ity from a table of values showing a proportional relationship, determine the constant of proportional ty from a graph of a proportional relationship, explain what any point on the graph of a proportional relationship means in terms of a given situation, determine the unit rate from a graph or a table, and describe or show why the un t rate is equal to the constant of proportiona ity.	**MTH07BE3_Unit_Proportional Relationships** Equations and Proportional Relationships 2	
	7.RP.A.2.c. Represent proportional relationships by equations. For example, f total cost t is proportional to the number n of tems purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t pn.	Fu l	Reinforced	**MTH07BE3_Unit_Proportional Relationships** Equations and Proportional Relationships 1 Equations and Proportional Relationships 2	Students will participate in an on ine interactive learning session. In these lessons, students w ll determine whether an equation represents a proportional relationship, represent a proportional relationship using an equation, and determine missing values in equations that represent a proportional relationship.	**MTH07BE3_Unit_Proportional Relationships** Proportional Relationship Applications Solve a Proportion	
	7.RP.A.2.d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Fu l	Introduced	**MTH07BE3: Unit: Proportional Relationships** Graph Proportional Relationships	Students will participate in an on ine interactive learning session. In this lesson, students w ll determine whether paired values represent a proportional relationship by representing them on a graph and determine the constant of proportional ty from a graph of a proportional relationship. Students wi l explain why a proportional relationship always goes through the origin on a graph and describes the constant of proportionality in their own words.	**MTH07BE3: Unit: Proportional Relationships** Constant of Proportiona ity and Unit Rate	
	7.RP.A.3. Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Fu l	Reinforced	**MTH07BE3: Unit: Proportional Relationships** Proportional Relationship Applications **MTH07BE3: Unit: Percents** Determine the Percent in he Real World Percent Increase or Decrease Percent Error Simple Interest Mu tistep Percent Problems	**MTH07BE3: Unit: Proportional Relationships** Students will participate in an on ine interactive learning session. In this lesson, students w ll solve real-world problems involving proportional relationships. They w ll solve problems such as pay for hours worked, time for a pool to drain 120 gallons, alt tude after a 10 minute descent. **MTH07BE3: Unit: Percents** Students will participate in an on ine interactive learning session. In these lessons, students w ll solve real-world problems involving determining the percent increase or decrease, percent error, and simple interest. They w ll solve a mu tistep problems involving tax, percent increase or decrease, markup or markdown, gratuities, commission, simple interest, percent error, and fees.	**MTH07BE3: Un t: Percents** Determine the Percent One-Step Percent App ication Problems **MTH07BE3: Unit: Project: Package Deals** Analyze Your Package Deal 1 Analyze Your Package Deal 2 Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 What Do You Think About Package Deals?	
	Apply and extend previous understandings of operations w th fractions to add, subtract, multiply, and divide rational numbers.						
	NS.A.1. Apply and extend previous understandings of addit on and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.						

7.NS.A.1.a. Describe s tuations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	Full	Introduced	**MTH07AE3: Unit: Adding and Subtracting Rational Numbers** Additive Inverses	Students will participate in an online interactive learning session In this lesson, students w ll descr be or show that a number and its opposite sum to 0 are called additive inverse. Examples and questions for understanding include use of horizontal and vertical number lines and real-world with opposite quantities.		
7.NS.A.1.b. Understand p + q as the number located a distance |q| from p, in the pos tive or negative direction depending on whether q is positive or negative. Show that a number and ts opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Full	Introduced	**MTH07AE3: Unit: Adding and Subtracting Rational Numbers** Equidistant Points	Students will participate in an online interactive learning session In this lesson, students w ll determine the number that is n units from a given number, using a number line.	**MTH07AE3: Unit: Adding and Subtracting** Rational Numbers Add Integers Distance on a Number Line 1	
7.NS.A.1.c. Understand subtraction of rational numbers as adding the additive inverse, p - q p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Full	Reinforced	**MTH07AE3: Unit: Adding and Subtracting Rational Numbers** Subtract Integers Subtract Signed Decimals Subtract Signed Fractions Distance on a Number Line 1 Distance on a Number Line 2	Students will participate in an online interactive learning session In these lessons, students will descr be subtraction as the addition of the additive inverse and subtract integers using a number line, and without using a number line. They wi l subtrac pos tive and negative decimals, fractions, and mixed numbers using and without using the number line and solve a real-world problem involving subtraction of signed decimals. Students wi l also determine the distance between two numbers on a numbe line using absolute values and explain that the sum of two rational numbers ($p + q$) represents a number located $\|q\|$ from p; either to the left or to the right, and they wi l solve a real-world problem involving the distance between two rational numbers, using their absolute values.	**MTH07AE3: Unit: Adding and Subtracting** Rational Numbers Equidistant Points	
7.NS.A.1.d. Apply properties of operations as strategies to add and subtract rational numbers.	Full	Introduced	**MTH07AE3_Unit_Adding and Subtracting Rational Numbers** Addition Properties	Students will participate in an online interactive learning session In this lesson, students w ll use the commutative property of addition, associative property of addi ion, and opposite of a sum property as a strategy for adding and subtrac ing rational numbers.	**MTH07AE3: Unit: Adding and Subtracting** Rational Numbers Add Integers Add Signed Decimals Add Signed Fractions Subtract Integers Subtract Signed Decimals Subtract Signed Fractions **MTH07AE3: Unit: Multiplying and Dividing** Rational Numbers Associative and Commutative Properties Divide Integers Multiply Integers **MTH07AE3: Unit: Solving Linear Equations** Solve One-Step Equations with Decimals Solve One-Step Equations with Fractions Solve One-Step Equations with Integers Solve Two-Step Equations with Decimals	

The Number System	**7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational number**						
	7.NS.A.2.a. Understand that multip ication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by descr bing real-world contexts.	Full	Reinforced	**MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Multiply Integers Multiply Signed Decimals Multiply Signed Fractions Multiply Signed Mixed Numbers Associative and Commutative Properties Distributive Property Versus Factoring	Students will participate in an online interactive learning session In these lessons, students will multiply integers and describe th rules for mu tiplying integers. They will solve real-world problems by multiplying signed decimals, fractions, and mixed numbers. Students will also develop strategies with using associative, commutative, and distributive properties for multiplying with rational numbers in a real-world situation.		
	7.NS.A.2.b.Understand that integers can be divided, provided that the divisor is no zero, and every quotient of integers (with non-zero divisor) is a rational number. If and q are integers, then –(p/q) (–p)/q p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	Full	Reinforced	**MTH07AE3_Unit_Multiplying and Dividing Rational Numbers** Divide Integers Divide Signed Decimals Divide Signed Fractions Divide Signed Mixed Numbers	Students will participate in an online interactive learning session In these lessons, students will divide integers and describe or show that a quotient of integers with a nonzero divisor is a rational number. They will solve real-world problems by dividing signed integers, decimals, fractions, and mixed numbers.	**MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Division Properties	
	7.NS.A.2.c. Apply properties of operations as strategies to multiply and divide rational numbers.	Full	Reinforced	**MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Associative and Commutative Properties Distributive Property Versus Factoring Division Properties	Students will participate in an online interactive learning session In these lessons, students will develop strategies with using associative, commutative, and distributive properties for multiplying with rational numbers in a real-world situation. They w ll also apply properties of operations w th division as strategies for solving real-world problems.	**MTH07AE3_Unit_Multiplying and Dividing Rational Numbers** Divide Integers Divide Signed Decimals Divide Signed Fractions Divide Signed Mixed Numbers Multiply Integers Multiply Signed Decimals Multiply Signed Fractions Multiply Signed Mixed Numbers **MTH07AE3: Unit: Expressions** Linear Expressions 1 Linear Expressions 2 **MTH07AE3: Unit: Solving Linear Equations** Solve Multistep Equations w th Decimals Solve Two-Step Equations with Fractions **MTH07BE3: Unit: Three Dimensional** Geometry Properties of Volume and Surface Area 1	
	7.NS.A.2.d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Full	Introduced	**MTH07AE3: Unit: Problem Solving with Rational Numbers** Wr te Rational Numbers as Decimals 1 Wr te Rational Numbers as Decimals 2	Students will participate in an online interactive learning session In these lessons, students will classify fractions as terminating or repeating decimals, wr te fractions as terminating or repeating decimals, and convert fractions to decimals to solve real-world problems.	**MTH07AE3: Unit: Solving Linear Equations** Solve Multistep Equations w th Fractions Solve One-Step Equations with Rational Numbers **MTH07BE3: Unit: Percents** Convert Between Rational Numbers and Percents	
	7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	Full	Reinforced	**MTH07AE3: Unit: Problem Solving with Rational Numbers** Solve One-Step Problems 1 Solve One-Step Problems 2 Solve Multistep Problems 1 Solve Multistep Problems 2	Students will participate in an online interactive learning session In these lessons, students will add, subtract, multiply or divide fractions and decimals to solve real-world problems.	**MTH07AE3: Unit: Adding and Subtracting Rational Numbers** Add Integers Add Signed Decimals Subtract Integers Subtract Signed Decimals **MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Divide Integers Divide Signed Decimals Divide Signed Fractions Divide Signed Mixed Numbers Multiply Integers Multiply Signed Decimals Multiply Signed Mixed Numbers **MTH07AE3: Unit: Expressions** Evaluate Numerical Expressions w th Integers Evaluate Numerical Expressions with Rational Numbers **MTH07AE3: Unit: Solving Linear Equations** Solve Two-Step Equations with Integers	

Expressions and Equations	**Use properties of operations to generate equivalent expressions**						
	7.EE.A.1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coe ficients.	Full	Reinforced	**MTH07AE3: Unit: Expressions** Linear Expressions 1 Linear Expressions 2 Equivalent Linear Expressions Add and Subtract Linear Expressions	Students will participate in an online interactive learning session In these lessons, students will simplify inear expressions by combining like terms, simp ify a linear expression with grouping and rational coefficients, factor a linear expression by dividing out a rational number, expand linear expressions, and add and subtract linear expressions. Problems all lessons include those with rational coe ficients.	**MTH07AE3: Unit: Adding and Subtracting Rational Numbers** Addition Properties **MTH07AE3_Unit_Expressions** Evaluate Algebraic Expressions **MTH07AE3: Unit: Solving Linear Equations** Solve Multistep Equations with Integers **MTH07BE3_Unit_Two Dimensional Geometry** Circumference	
	7.EE.A.2. Understand that rewriting an expression in different forms in a problem context can shed ight on the problem and how the quantities in it are related. For example, a + 0.05a 1.05a means hat "increase by 5%" is the same as "multiply by 1.05."	Full	Introduced	**MTH07AE3: Unit: Expressions** Equivalent Linear Expressions	Students will participate in an online interactive learning session In this lesson, students will determine whether linear expressions are equivalent and understand that when they use linear expressions to model real-world situations, two or more linear expressions can model the same situation.	**MTH07AE3: Unit: Expressions** Linear Expressions 2	
	Solve real life and mathematical problems using numerical and algebraic expressions and equations.						
	7.EE.B.3. Solve multi-step real-life and mathematical problems posed with pos tive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example If a woman making $25 an hour gets a 10% raise, she w ll make an add tional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	Full	Reinforced	**MTH07AE3: Unit: Problem Solving with Rational Numbers** Solve Multistep Problems 1 Solve Multistep Problems 2	Students will participate in an online interactive learning session In these lessons, students will add, subtract, multiply or divide pos tive and negative fractions and decimals to solve mu tistep mathematical and real-world problems. Students convert fractions to decimals, or decimals to fractions, as needed and explain how they could check for the reasonableness of their answer based on the numbers in the expression.	**MTH07AE3: Unit: Solving Linear Equations** Model with Two-Step Equations Model the Real World with Two-Step Equations Model with Multistep Equations Model the Real World with Mul istep Equations **MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Associative and Commutative Properties Distributive Property Versus Factoring Division Properties **MTH07AE3: Unit: Problem Solving with Rational Numbers** Solve One-Step Problems 1 Solve One-Step Problems 2 **MTH07AE3: Unit: Solving Linear Equations** Solve Multistep Equations w th Decimals Solve Multistep Equations w th Fractions Solve Multistep Equations with Integers Solve Two-Step Equations with Decimals Solve Two-Step Equations with Fractions Solve Two-Step Equations with Integers **MTH07BE3: Unit: Percents** Convert Between Rational Numbers and Percents Determine the Percent in the Real World **MTH07BE3: Unit: Probability** Simple Experimental Probabi ity Understand and Determine Simple Probability 2	
	7.EE.B.4. Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.						
	7.EE.B.4.a. Solve word problems leading to equations of the form px + q r and p(x + q) r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an ar thmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is ts width?	Full	Reinforced	**MTH07AE3: Unit: Solving Linear Equations** Solve Two-Step Equations with Integers Solve Two-Step Equations with Decimals Solve Two-Step Equations with Fractions Model with Two-Step Equations Model the Real World with Two-Step Equations Solve Multistep Equations with Integers Solve Multistep Equations with Decimals Solve Multistep Equations with Fractions Model w th Multistep Equations Model the Real World with Mu tistep Equations	Students will participate in an online interactive learning session In these lessons, students will wr te and solve two-step equations of the form px + q r and of the form p(x + q) r involving integers, decimals, fractions, and for real world problems. They wi l explain if they can solve a two-step equatio by using order of operations and what would happen if they trie to solve an equation that way.	**MTH07AE3_Unit_Solving Linear Equations** Model the Real World with One-Step Equations Solve One-Step Equations with Decimals Solve One-Step Equations with Fractions Solve One-Step Equations with Integers Solve One-Step Equations with Rational Numbers **MTH07AE3: Unit: Solving Linear Inequalities** One-Step Multiplication or Division Inequal ties Two-Step Inequal ties **MTH07BE3: Unit: Two Dimensional** Geometry Angle Pairs **MTH07BE3: Unit: Three Dimensional** Geometry Surface Area 2	
	7.EE.B.4.b. Solve word problems leading to inequal ties of the form px + q > r or p + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example As a salesperson, you are paid $50 per week plus $3 per sale. This week you want you pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	Full	Introduced	**MTH07AE3: Unit: Solving Linear Inequalities** Model with Two-Step Inequal ties	Students will participate in an online interactive learning session In this lesson, students will represent and solve mathematical and real-world problems involving two-step inequa ities. They will graph the solution and interpret it in the context of the s tuation. An example problem involves overall cost to make a dress requiring 3 yards of material and labor cost of $6, and it must have a total cost less than $20.25. The solution is graphed on a number line using an embedded online tool and includes giving an explanation of the answer.	**MTH07AE3: Unit: Solving Linear Inequalities** Model with One-Step Inequal ties One-Step Addition or Subtraction Inequalities One-Step Multiplication or Division Inequal ties Two-Step Inequal ties	
	Draw, construct, and describe geometrical figures and describe the relationships between them.						

Geometry	7.GA.1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Full	Reinforced	**MTH07BE3: Unit: Proportional Relationships** Scale Factor Scale Factor Applications	Students will participate in an online interactive learning session In these lessons, students will determine the scale factor of two figures using proportional reasoning, reproduce a scale drawing at a different scale, and solve mathematical problems involving a proportional relationship. Students will also determine the actual length or the scale length and actual area from a scale drawing and solve real-world problems involving a scale drawing.	**MTH07BE3: Unit: Three Dimensional Geometry** Properties of Volume and Surface Area 1 Properties of Volume and Surface Area 2	
	7.GA.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given cond tions. Focus on constructing triangles from three measures of angles or sides, no icing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Full	Introduced	**MTH07BE3: Unit: Two Dimensional Geometry** Triangles Construct Two-Dimensional Figures	Students will participate in an online interactive learning session In these lessons, students will draw a triangle of given angle measurements, sketch quadr laterals using angle measures, and draw a geometric shape by using given side of side and angle measures. Students w ll use a straightedge, protractor, penc l and eraser as their off ine tools. They will use the segment and polygon tools for online sketches.	**MTH07BE3: Unit: Two Dimensional Geometry** Number of Triangles	
	7.GA.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Full	Introduced	**MTH07BE3: Unit: Three Dimensional Geometry** Slice Solids	Students will participate in an online interactive learning session In this lesson, students w ll determine the two-dimensional figure that resu ts from slicing three-dimensional figures. They w ll use an online tool to investigate cross sections by raising, lowering, tilting or rotating the plane of the cross section throug the figure. Figures included are cube, rectangular prism, triangular prism, cone, cy inder, pyramid, and sphere.		
	Solve real life and mathematical problems involving angle measure, area, surface area, and volume.						
	7.GB.4. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumferenc and area of a circle.	Full	Introduced	**MTH07BE3: Unit: Two Dimensional Geometry** Circumference Area of a Circle	Students will participate in an online interactive learning session In these lessons, students will solve real-world problems involving the circumference or area of a circle using formulas. Students will also describe how they would find the area of a circle if they were given its circumference.	**MTH07BE3: Unit: Two Dimensional Geometry** Area of Composite Figures in the Real World 2 Area of Partial Circles Circles Circumference and Perimeter Applications	
	7.GB.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and use them to solve simple equations for an unknown angle in a figure.	Full	Introduced	**MTH07BE3: Unit: Two Dimensional Geometry** Angle Pairs	Students will participate in an online interactive learning session In this lesson, students w ll name special angle pairs lim ted to supplementary, complementary, vertical, and adjacent angles. They will also write and solve equations representing the relationship between special angle pairs.		
	7.GB.6. Solve real-world and mathematical problems involving area, volume and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Full	Reinforced	**MTH07BE3: Unit: Two Dimensional Geometry** Area of Compos te Figures in the Real World 1 **MTH07BE3: Unit: Three Dimensional Geometry** Surface Area 1 Surface Area of Complex Solids Volume of Complex Solids	**MTH07BE3: Unit: Two Dimensional Geometry** Students will participate in an online interactive learning session In this lesson, students w ll solve real-world problems involving the area of a two-dimensional figure composed of triangles, quadrilaterals, and/or polygons. **MTH07BE3: Unit: Three Dimensional Geometry** Students will participate in an online interactive learning session In these lessons, students will solve real-world problems involving the surface area of a right rectangular prisms, right prisms, complex solids composed of cubes or right prisms; and they solve real-world problems involving volume of complex so ids composed of right prisms.	**MTH07BE3: Unit: Two Dimensional Geometry** Area of a Circle Area of Composite Figures in the Real World 2 **MTH07BE3: Unit: Three Dimensional Geometry** Properties of Volume and Surface Area 1 Properties of Volume and Surface Area 2 Surface Area 2 Volume of Right Prisms	

	Use random sampling to draw inferences about a population.						
	7.SP.A.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; genera izations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Full	Reinforced	**MTH07BE3: Unit: Statistics** Sampling Draw Inferences from Samples 1	Students w ll participate in an online interactive learning session In these lessons, students will differentiate between a sample and a population and identify representative samples and bias. Students will explain why only representative samples can be used to make valid genera izations about a population, and they w ll compare sampling techniques to determine whether a sample is representative of a population. Students will also learn to understand the importance of representative samples of a popula ion as they learn to use them to make inferences about the population. They will explain the danger of making inferences when a sample is not representative of the population.	**MTH07BE3: Unit: Statistics** Draw Inferences from Samples 2 Multiple Samples from a Population	
	7.SP.A.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the varia ion in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction migh be.	Full	Introduced	**MTH07BE3: Unit: Statistics** Draw Inferences from Samples 1 Draw Inferences from Samples 2 Multiple Samples from a population	Students will participate in an online interactive learning session In these lessons, students will draw an inference about a population, using statistics from a random sample, and they wi l determine mean absolute deviation for a population. Students w ll also generate multiple samples to gauge predictions.	**MTH07BE3: Unit: Probability** Experimental Probabi ity of Compound Events	
	Draw informal comparative inferences about two populations.						
	7.SP.B.3. Informally assess the degree of visual overlap of two numerical data distr butions with sim lar variabi ities, measuring the difference between the centers by expressing t as a multiple of a measure of variab lity. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variabi ity (mean absolute deviation) on e ther team; on a dot plot, the separation between the two distributions of heights is noticeable.	Full	Reinforced	**MTH07BE3: Unit: Statistics** Compare Line Plots	Students will participate in an online interactive learning session In this lesson, students w ll draw conclusions from two populations, samples, or data sets based on their measures of center and measures of variabi ity; and they will determine similarities and/or differences in two different data sets. To determine the level of overlap between two data sets or two populations shown as a line plot, students determine the mean or the median and the range, then consider the shape of the distr bution.	**MTH07BE3: Unit: Statistics** Use Statistical Measures	
	7.SP.B.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are genera ly longer than the words in a chapter of a fourth-grade science book.	Full	Introduced	**MTH07BE3: Unit: Statistics** Use Statistical Measures	Students will participate in an online interactive learning session In this lesson, students w ll draw conclusions from two populations, samples, or data sets based on their measures of center and measures of variabi ity; and they will determine similarities and/or differences in two different data sets. For two data sets that have similar spread, students learn to calculate the means-to-MAD ratio using the formula and use it to determine f the populations have sim lar, somewhat similar, or different distributions and answer questions about the populations. For example, they use the value of the means-to-Mad ratio to determine if a restaurant can conclude that females were more likely than males to have previously eaten at the restaurant.	**MTH07BE3: Unit: Statistics** Compare Line Plots Draw Inferences from Samples 2	
Statistics and Probability	**Investigate chance processes and develop, use, and evaluate probability models.**						
	7.SP.C.5. Understand that the probabil ty of a chance event is a number between 0 and 1 that expresses the ikel hood of the event occurring. Larger numbers indicate greater like lihood. A probability near 0 indicates an unlikely event, a probabi ity around ½ indicates an event that is neither un ikely nor ikely, and a probabi ity near 1 indicates a l kely event.	Full	Introduced	**MTH07BE3: Unit: Probability** Understand and Determine Simple Probabil ty 1	Students will participate in an online interactive learning session In this lesson, students w ll descr be probability as a value between 0 and 1, written as a fraction, decimal, or percent. Likelihood is described with an example of a forecast that predicts a 30% chance of rain where rain is less likely, rather than more l kely, to occur, because 30%, or 0.3, is closer to 0 than it is to 1.	**MTH07BE3: Unit: Probability** Understand and Determine Simple Probability 2	
	7.SP.C.6. Approximate the probabi ity of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, whe rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Full	Introduced	**MTH07BE3: Unit: Probability** Simple Experimental Probabi ity Experimental Probab lity Models	Students will participate in an online interactive learning session In these lessons, students will determine the experimental probabil ty of an event using a collection of data and formula. They will develop a probabil ty model by observing frequencies in the data generated from a chance process, then determine the experimental probability by calculating the relative frequency.	**MTH07BE3: Unit: Probability** Geometric Probability Models	
	7.SP.C.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.						
	7.SP.C.7.a. Develop a uniform probabi ity model by assigning equal probabi ity to all outcomes, and use the model to determine probab lities of events. For example if a student is selected at random from a class, find the probab lity that Jane wi l be selected and the probabi ity that a girl will be selected.	Full	Introduced	**MTH07BE3: Unit: Probability** Simple Probab lity Models	Students will participate in an online interactive learning session In this lesson, students w ll explain the difference between uniform and non-un form probab lity models and solve a real-world problem by developing a uniform probabi ity model.	**MTH07BE3: Unit: Probability** Geometric Probability Models Simple Experimental Probabi ity Understand and Determine Simple Probability 1 Understand and Determine Simple Probability 2	

	7.SP.C.7.b. Develop a probabi ity model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny w ll land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equa ly l kely based on the observed frequencies?	Full	Introduced	**MTH07BE3: Unit: Probability** Experimental Probab lity Models	Students will participate in an online interactive learning session In this lesson, students w ll develop a probability model by observing frequencies in the data generated from a chance process and determine the experimental probability (relative frequency) of an event.	**MTH07BE3: Unit: Probability** Compound Probabil ty Fundamental Counting Principle Geometric Probability Models Simple Experimental Probabi ity Understand and Determine Simple Probability 1 Understand and Determine Simple Probability 2	
	.SP.C.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.						
	7.SP.C.8.a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Full	Introduced	**MTH07BE3: Unit: Probability** Compound Probabil ty	Students will participate in an online interactive learning session In this lesson, students w ll explain the process for finding the probabil ty of a compound event and use the same equation to find the probab lity of compound events as they did to find the probabil ty of a simple event.	**MTH07BE3: Unit: Probability** Experimental Probabi ity of Compound Events	
	7.SP.C.8.b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rol ing double sixes"), identify the outcomes in the sample space which compose the event.	Full	Introduced	**MTH07BE3: Unit: Probability** Compound Probabil ty	Students will participate in an online interactive learning session In this lesson, students w ll draw the sample space for a compound event as an organized list, table, or tree diagram, and use t to determine the theoretical probability of any particular outcome.	**MTH07BE3_Unit_Probability** Fundamental Counting Principle Understand and Determine Simple Probability 1 Understand and Determine Simple Probability 2	
	7.SP.C.8.c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the probab lity that t will take at least 4 donors to find one with type A blood?	Full	Introduced	**MTH07BE3: Unit: Probability** Experimental Probabi ity of Compound Events	Students will participate in an online interactive learning session In this lesson, students w ll model theoretical probabil ty using experiments, predict the probabi ity of a compound event using simulations, and determine the experimental probab lity of a compound event.		
	Math Practice						
	MP1. Make sense of problems and persevere in solving them.	Full	Reinforced	**MTH07AE3: Unit: Problem Solving with Rational Numbers** Solve Multistep Problems 1 Solve Multistep Problems 2	Students will participate in an online interactive learning session In these lessons, students will add, subtract, multiply or divide pos tive and negative fractions and decimals to solve mu tistep mathematical and real-world problems. Students convert fractions to decimals, or decimals to fractions, as needed and explain how they could check for the reasonableness of their answer based on the numbers in the expression.	**MTH07AE3_Unit_Solving Linear Equations** Model with Two-Step Equations Model the Real World with Two-Step Equations Model with Multistep Equations Model the Real World with Mu tistep Equations	
	MP2. Reason abstractly and quantitatively.	Full	Reinforced	**MTH07BE3: Unit: Project: Package Deals** Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 Analyze Your Package Deal 1 Analyze Your Package Deal 2 What Do You Think About Package Deals?	Students will participate in an end of the year project. For this project, students w ll analyze a package deal of their choosing. First, they ll use the Internet to collect data about the package and the items it contains and decide whether they would choos to purchase the items online or in a brick-and-mortar store. Then they' l construct and interpret a table and perform calculations to compare the cost of purchasing the items in the package individually or as a bundle. Finally, they'll reflect on their findings.	**MTH07BE3: Unit: Proportional Relationships** Unit Rates Constant of Propor ionality and Unit Rate **MTH07BE3: Unit: Proportional Relationships** Scale Factor Scale Factor Applications	
	MP3. Construct viable arguments and critique the reasoning of others.	Full	Introduced	**MTH07BE3: Unit: Project: Package Deals** Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 Analyze Your Package Deal 1 Analyze Your Package Deal 2 What Do You Think About Package Deals?	Students will participate in an end of the year project. For this project, students w ll analyze a package deal of their choosing. First, they ll use the Internet to collect data about the package and the items it contains and decide whether they would choos to purchase the items online or in a brick-and-mortar store. Then they' l construct and interpret a table and perform calculations to compare the cost of purchasing the items in the package individually or as a bundle. Finally, they'll reflect on their findings.		
	MP4. Model with mathematics.	Full	Reinforced	**MTH07AE3: Unit: Solving Linear Equations** Model the Real World with Two-Step Equations Model the Real World with Mu tistep Equations **MTH07BE3: Unit: Probability** Simple Probability Models	**MTH07AE3: Unit: Solving Linear Equations** Students will participate in an online interactive learning session In these lessons, students will understand that real world problems can be modeled with equations once they define the variables for the equations. Students represent situations with an equation and then solve the equations. **MTH07BE3: Unit: Probability** Students will participate in an online interactive learning session In this lesson, students w ll explain the difference between uniform and non-un form probab lity models and solve a real-world problem by developing a uniform probabi ity model.	**MTH07BE3: Unit: Project: Package Deals** Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 Analyze Your Package Deal 1 Analyze Your Package Deal 2 What Do You Think About Package Deals?	

Math Practice	MP5. Use appropriate tools strategically.	Full	Reinforced	**MTH07BE3: Unit: Two Dimensional Geometry** Triangles Construct Two-Dimensional Figures **MTH07BE3: Unit: Statistics** Compare Line Plots	**MTH07BE3: Unit: Two Dimensional Geometry** Students will participate in an online interactive learning session In this lesson, students w ll draw a triangle of given angle measurements, sketch quadr laterals using angle measures, and draw a geometric shape by using given side of side and angle measures. Students w ll use a straightedge, protractor, penc l and eraser as their off ine tools. They will use the segment and polygon tools for online sketches. **MTH07BE3_Unit_Statistics** Students will participate in an online interactive learning session In this lesson, students w ll use ine plots determine the level of overlap between two data sets or two populations, students determine the mean or the median and the range, then consider the shape of the distribution.	**MTH07BE3: Unit: Proportional Relationships** Identify Proportional Relationships Graph Proportional Relationships Constant of Propor ionality and Unit Rate **MTH07BE3: Unit: Three Dimensional Geometry** Slice So ids	
	MP6. Attend to precision.	Full	Reinforced	**MTH07BE3: Unit: Project: Package Deals** Research the Costs of Package Deal and Individual Pricing 1 Research the Costs of Package Deal and Individual Pricing 2 Analyze Your Package Deal 1 Analyze Your Package Deal 2 What Do You Think About Package Deals?	Students will participate in an end of the year project. For this project, students w ll analyze a package deal of their choosing. First, they ll use the Internet to collect data about the package and the items it contains and decide whether they would choos to purchase the items online or in a brick-and-mortar store. Then they' l construct and interpret a table and perform calculations to compare the cost of purchasing the items in the package individually or as a bundle. Finally, they'll reflect on their findings.	**MTH07AE3: Unit: Solving Linear Equations** Model with Two-Step Equations Model the Real World with Two-Step Equations Model with Multistep Equations Model the Real World with Mu tistep Equations	
	MP7. Look for and make use of structure.	Full	Reinforced	**MTH07AE3: Unit: Multiplying and Dividing Rational Numbers** Multiply Integers Multiply Signed Decimals Multiply Signed Fractions Multiply Signed Mixed Numbers Associative and Commutative Properties Distributive Property Versus Factoring	Students will participate in an online interactive learning session In these lessons, students will multiply integers and describe th rules for mu tiplying integers. They will solve real-world problems by multiplying signed decimals, fractions, and mixed numbers. Students will also develop strategies with using associative, commutative, and distributive properties for multiplying with rational numbers in a real-world situation.	**MTH07BE3: Unit: Two Dimensional Geometry** Area of Composite Figures in the Real World 1 **MTH07BE3: Unit: Three Dimensional Geometry** Surface Area 1 Surface Area of Complex So ids Volume of Complex Solids	
	MP8. Look for and express regularity in repeated reasoning.	Full	Reinforced	**MTH07AE3: Unit: Expressions** Equivalent Linear Expressions **MTH07BE3: Unit: Proportional Relationships** Equations and Proportional Relationships 1 Equations and Proportional Relationships 2	**MTH07AE3: Unit: Expressions** Students will participate in an online interactive learning session In this lesson, students w ll determine whether linear expressions are equivalent and understand that when they use linear expressions to model real-world situations, two or more linear expressions can model the same situation. **MTH07BE3: Unit: Proportional Relationships** Students will participate in an online interactive learning session In these lessons, students will determine whether an equation represents a proportional relationship, represent a proportional relationship using an equation, and determine missing values in equations that represent a proportional relationship.	**MTH07BE3: Unit: Proportional Relationships** Proportional Relationship Applications	

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Stride

Common Core High School Math Standards Compared to MTH128 Summit Algebra 1

Semester	Unit #	Unit Title	Lesson #	Lesson Title	Standard Code	Standard Text
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	1	Exchange Ideas: Expressions and Problem Solving	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Content.HSA-APR.D.7	Rewrite rational expressions (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
A	1	Expressions and Problem Solving	2	Expressions	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
A	1	Expressions and Problem Solving	3	Variables	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
A	1	Expressions and Problem Solving	4	Equations	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	1	Expressions and Problem Solving	5	Translate Words into Variable Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
A	1	Expressions and Problem Solving	6	Translate Words into Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	7	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Attachment C

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A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	1	Expressions and Problem Solving	8	Problem Solving	CCSS.Math.Content.HSN-Q.A.2	Reason quantitatively and use units to solve problems. Define appropriate quantities for the purpose of descriptive modeling.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
A	1	Expressions and Problem Solving	9	Dimensional Analysis	CCSS.Math.Content.HSN-Q.A.1	Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Content.HSA-SSE.A.1b	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
A	1	Expressions and Problem Solving	10	Structure and Meaning	CCSS.Math.Practice.MP7	Look for and make use of structure.
A	1	Expressions and Problem Solving	11	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	1	Expressions and Problem Solving	12	Unit Test	Multiple	All assessed standards covered in this unit
A	2	One-Variable Linear Equations and Inequalities	1	Exchange Ideas: One-Variable Linear Equations and Inequalities	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	1	Exchange Ideas: One-Variable Linear Equations and Inequalities	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations	CCSS.Math.Content.6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	2	One-Variable Linear Equations and Inequalities	2	One-Step Equations	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	3	Multiple Transformations	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	4	Variables on Both Sides of an Equation	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	4	Variables on Both Sides of an Equation	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations	CCSS.Math.Content.8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	5	Applications of Linear Equations	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A	2	One-Variable Linear Equations and Inequalities	6	Solve Literal Equations	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	7	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

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A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	8	Solve Inequalities	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	2	One-Variable Linear Equations and Inequalities	9	Applications of Inequalities	CCSS.Math.Content.HSN-Q.A.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Content.8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
A	2	One-Variable Linear Equations and Inequalities	10	Reasoning	CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
A	2	One-Variable Linear Equations and Inequalities	11	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	2	One-Variable Linear Equations and Inequalities	12	Unit Test	Multiple	All assessed standards covered in this unit
A	3	Two-Variable Linear Equations and Inequalities	1	Exchange Ideas: Two-Variable Linear Equations and Inequalities	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

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A	3	Two-Variable Linear Equations and Inequalities	2	Graphs of Lines	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A	3	Two-Variable Linear Equations and Inequalities	3	Forms of Linear Equations	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	3	Two-Variable Linear Equations and Inequalities	3	Forms of Linear Equations	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	4	Write Equations of Lines	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	3	Two-Variable Linear Equations and Inequalities	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-REI.B.3	Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A	3	Two-Variable Linear Equations and Inequalities	6	Graph Linear Inequalities	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	7	Systems of Linear Inequalities	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A	3	Two-Variable Linear Equations and Inequalities	7	Systems of Linear Inequalities	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	8	Constraints	CCSS.Math.Content.HSA-CED.A.3	Create equations that describe numbers or relationships Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

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A	3	Two-Variable Linear Equations and Inequalities	8	Constraints	CCSS.Math.Content.HSA-REI.D.12	Represent and solve equations and inequalities graphically Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
A	3	Two-Variable Linear Equations and Inequalities	9	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	3	Two-Variable Linear Equations and Inequalities	10	Unit Test	Multiple	All assessed standards covered in this unit
A	4	Working with Functions	1	Exchange Ideas: Working with Functions	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	1	Exchange Ideas: Working with Functions	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
A	4	Working with Functions	2	Relations and Functions	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-BF.B.4a	Build new functions from existing functions Find inverse functions. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
A	4	Working with Functions	3	Function Equations	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

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A	4	Working with Functions	4	Extended Problems: Function Applications	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Working with Functions	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF.IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	4	Working with Functions	6	Linear Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	7	Transform Linear Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	4	Working with Functions	7	Transform Linear Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSF.IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

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A	4	Working with Functions	8	Intercepts	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	4	Working with Functions	9	Domain and Range	CCSS.Math.Content.HSF-IF.A.1	Understand the concept of a function and use function notation Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
A	4	Working with Functions	9	Domain and Range	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	10	Absolute Value Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	11	Piecewise-Defined Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

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A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Content.HSF-IF.C.7b	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A	4	Working with Functions	12	Step Functions	CCSS.Math.Practice.MP4	Model with mathematics.
A	4	Working with Functions	13	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	4	Working with Functions	14	Unit Test	Multiple	All assessed standards covered in this unit
A	5	Radicals and Exponents	1	Exchange Ideas: Radicals and Exponents	CCSS.Math.Content.HSN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	5	Radicals and Exponents	1	Exchange Ideas: Radicals and Exponents	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	2	Irrational Numbers	CCSS.Math.Content.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
A	5	Radicals and Exponents	2	Irrational Numbers	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSA-REI.A.1	Understand solving equations as a process of reasoning and explain the reasoning Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A	5	Radicals and Exponents	3	Simplify Radical Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	4	Operations with Radical Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	4	Operations with Radical Expressions	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	5	Properties of Rational and Irrational Numbers	CCSS.Math.Content.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
A	5	Radicals and Exponents	5	Properties of Rational and Irrational Numbers	CCSS.Math.Content.HSN-RN.B.3	Use properties of rational and irrational numbers. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
A	5	Radicals and Exponents	6	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.HSN-RN.A.1	Extend the properties of exponents to rational exponents. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.
A	5	Radicals and Exponents	7	Properties of Exponents	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	8	Growth and Decay Equations	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
A	5	Radicals and Exponents	8	Growth and Decay Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

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A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSA-SSE.B.3c	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Use the properties of exponents to transform expressions for exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSF-IF.C.8b	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the properties of exponents to interpret expressions for exponential functions.
A	5	Radicals and Exponents	9	Rewrite Exponential Expressions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	5	Radicals and Exponents	10	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	5	Radicals and Exponents	11	Unit Test	Multiple	All assessed standards covered in this unit
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	1	Exchange Ideas: Exponential Functions	CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

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A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential Functions	2	Graph Exponential Functions	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	6	Exponential Functions	3	Features of Exponential Functions	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	6	Exponential Functions	3	Features of Exponential Functions	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	3	Features of Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	3	Features of Exponential Functions	CCSS.Math.Content.HSF-IF.C.7e	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
A	6	Exponential Functions	3	Features of Exponential Functions	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A	6	Exponential Functions	4	Transform Exponential Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
A	6	Exponential Functions	4	Transform Exponential Functions	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.

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A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	6	Exponential Functions	5	Interpret Exponential Graphs	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	6	Average Rate of Change	CCSS.Math.Content.HSF-LE.A.1b	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-IF.B.5	Interpret functions that arise in applications in terms of the context Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

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A	6	Exponential Functions	7	Identify Linear and Exponential Functions	CCSS.Math.Content.HSF-LE.A.1c	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
A	6	Exponential Functions	8	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	6	Exponential Functions	9	Multiple Representations	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
A	6	Exponential Functions	9	Multiple Representations	CCSS.Math.Content.HSF-IF.C.9	Analyze functions using different representations Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
A	6	Exponential Functions	10	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	6	Exponential Functions	11	Unit Test	Multiple	All assessed standards covered in this unit
A	7	Sequences and Modeling with Functions	1	Exchange Ideas: Sequences and Modeling with Functions	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	2	Sequences and Patterns	CCSS.Math.Content.HSF-IF.A.2	Understand the concept of a function and use function notation Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
A	7	Sequences and Modeling with Functions	2	Sequences and Patterns	CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences	CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

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A	7	Sequences and Modeling with Functions	3	Arithmetic Sequences	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences	CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	4	Geometric Sequences	CCSS.Math.Content.HSF-IF.A.3	Understand the concept of a function and use function notation Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
A	7	Sequences and Modeling with Functions	5	Extended Problems: Sequences	CCSS.Math.Content.HSF-BF.A.2	Build a function that models a relationship between two quantities Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
A	7	Sequences and Modeling with Functions	6	Function Parameters	CCSS.Math.Content.HSF-LE.A.1a	Construct and compare linear, quadratic, and exponential models and solve problems Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
A	7	Sequences and Modeling with Functions	6	Function Parameters	CCSS.Math.Content.HSF-LE.B.5	Interpret expressions for functions in terms of the situation they model Interpret the parameters in a linear or exponential function in terms of a context.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

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A	7	Sequences and Modeling with Functions	7	Model Linear Relationships	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-BF.A.1a	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Determine an explicit expression, a recursive process, or steps for calculation from a context.
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
A	7	Sequences and Modeling with Functions	8	Model Exponential Relationships	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
A	7	Sequences and Modeling with Functions	9	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
A	7	Sequences and Modeling with Functions	10	Unit Test	Multiple	All assessed standards covered in this unit
A	8	Algebra 1 Semester A Assessments	1	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
A	8	Algebra 1 Semester A Assessments	2	Algebra 1 Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Content.HSA-REI.C.5	Solve systems of equations Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	1	Exchange Ideas: Systems of Equations	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	1	Systems of Equations	2	Graphs of Systems	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

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B	1	Systems of Equations	2	Graphs of Systems	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	1	Systems of Equations	3	Approximate Solutions with Graphs	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	4	Graph Systems to Solve Equations	CCSS.Math.Content.HSA-REI.D.10	Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
B	1	Systems of Equations	4	Graph Systems to Solve Equations	CCSS.Math.Content.HSA-REI.D.11	Represent and solve equations and inequalities graphically Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
B	1	Systems of Equations	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	1	Systems of Equations	6	Substitution Method	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	1	Systems of Equations	6	Substitution Method	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.HSA-REI.C.5	Solve systems of equations Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
B	1	Systems of Equations	7	Linear Combination	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	8	Linear Combination with Multiplication	CCSS.Math.Content.HSA-REI.C.5	Solve systems of equations Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

B	1	Systems of Equations	8	Linear Combination with Multiplication	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	9	Applications: Systems of Linear Equations	CCSS.Math.Content.HSA-CED.A.2	Create equations that describe numbers or relationships Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
B	1	Systems of Equations	9	Applications: Systems of Linear Equations	CCSS.Math.Content.HSA-REI.C.6	Solve systems of equations Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
B	1	Systems of Equations	10	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	1	Systems of Equations	11	Unit Test	Multiple	All assessed standards covered in this unit
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
B	2	Polynomials	1	Exchange Ideas: Polynomials	CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
B	2	Polynomials	2	Overview of Polynomials	CCSS.Math.Content.6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
B	2	Polynomials	2	Overview of Polynomials	CCSS.Math.Content.HSA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.

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B	2	Polynomials	3	Add and Subtract Polynomials	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
B	2	Polynomials	4	Multiply with Monomials	CCSS.Math.Content.HSA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	2	Polynomials	4	Multiply with Monomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	2	Polynomials	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	2	Polynomials	6	Multiply Polynomials	CCSS.Math.Content.HSA-APR.A.1	Perform arithmetic operations on polynomials Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
B	2	Polynomials	6	Multiply Polynomials	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	2	Polynomials	7	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	2	Polynomials	8	Common Factors of Polynomials	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	8	Common Factors of Polynomials	CCSS.Math.Content.HSN-RN.A.2	Extend the properties of exponents to rational exponents. Rewrite expressions involving radicals and rational exponents using the properties of exponents.
B	2	Polynomials	9	Factor Perfect Squares	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
B	2	Polynomials	9	Factor Perfect Squares	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	10	Factor Differences of Squares	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	11	Factor Quadratic Trinomials	CCSS.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

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B	2	Polynomials	11	Factor Quadratic Trinomials	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	2	Polynomials	12	Find Roots of a Polynomial	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
B	2	Polynomials	13	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	2	Polynomials	14	Unit Test	Multiple	All assessed standards covered in this unit
B	3	Quadratic Equations	1	Exchange Ideas: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	1	Exchange Ideas: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.

B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
B	3	Quadratic Equations	2	Solve Perfect Square Equations	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	3	Quadratic Equations	3	Complete the Square	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
B	3	Quadratic Equations	4	The Quadratic Formula	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
B	3	Quadratic Equations	5	The Discriminant	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	6	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions.
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
B	3	Quadratic Equations	7	Solve Quadratic Equations	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.

B	3	Quadratic Equations	8	Formulas with Quadratics	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	3	Quadratic Equations	8	Formulas with Quadratics	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.1b	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret complicated expressions by viewing one or more of their parts as a single entity.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSA-SSE.A.2	Interpret the structure of expressions Use the structure of an expression to identify ways to rewrite it.
B	3	Quadratic Equations	9	Applications: Quadratic Equations	CCSS.Math.Content.HSN-CN.C.7	Use complex numbers in polynomial identities and equations. Solve quadratic equations with real coefficients that have complex solutions.
B	3	Quadratic Equations	10	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	3	Quadratic Equations	11	Unit Test	Multiple	All assessed standards covered in this unit
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.

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B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSA-SSE.B.3b	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-IF.C.8a	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
B	4	Quadratic Functions	1	Exchange Ideas: Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	4	Quadratic Functions	2	Standard Form of a Quadratic Function	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSA.APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.

B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-IF.C.7a	Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.
B	4	Quadratic Functions	3	Other Forms of a Quadratic Function	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA.APR.B.3	Understand the relationship between zeros and factors of polynomials Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-REI.B.4a	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3a	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSA-SSE.B.3b	Write expressions in equivalent forms to solve problems Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-IF.C.8a	Analyze functions using different representations Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

B	4	Quadratic Functions	4	Convert Between Forms	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-BF.B.3	Build new functions from existing functions Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
B	4	Quadratic Functions	6	Transform Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	7	Quadratic Rates of Change	CCSS.Math.Content.HSF-LE.A.3	Construct and compare linear, quadratic, and exponential models and solve problems Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

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B	4	Quadratic Functions	8	Linear and Quadratic Systems	CCSS.Math.Content.HSA-CED.A.4	Create equations that describe numbers or relationships Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
B	4	Quadratic Functions	8	Linear and Quadratic Systems	CCSS.Math.Content.HSA-REI.C.7	Solve systems of equations Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
B	4	Quadratic Functions	9	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSA-CED.A.1	Create equations that describe numbers or relationships Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSA-REI.B.4b	Solve equations and inequalities in one variable Solve quadratic equations in one variable. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	10	Model with Quadratic Functions	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSA-SSE.A.1a	Interpret the structure of expressions Interpret expressions that represent a quantity in terms of its context Interpret parts of an expression, such as terms, factors, and coefficients.
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-BF.A.1b	Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities Combine standard function types using arithmetic operations.
B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-IF.B.4	Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

B	4	Quadratic Functions	11	Interpret Quadratic Function Graphs	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	4	Quadratic Functions	12	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	4	Quadratic Functions	13	Unit Test	Multiple	All assessed standards covered in this unit
B	5	Univariate Data	1	Exchange Ideas: Univariate Data	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.HSN-Q.A.3	Reason quantitatively and use units to solve problems. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
B	5	Univariate Data	2	Measures of Center	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	3	Frequency Distributions	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	3	Frequency Distributions	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	4	Box-and-Whisker Plots	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	5	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson

B	5	Univariate Data	6	Measures of Spread	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	6	Measures of Spread	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	7	Appropriate Measures	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	7	Appropriate Measures	CCSS.Math.Content.HSS-ID.A.3	Summarize, represent, and interpret data on a single count or measurement variable Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
B	5	Univariate Data	8	Extended Problems: Compare Data Sets	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	8	Extended Problems: Compare Data Sets	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.2	Summarize, represent, and interpret data on a single count or measurement variable Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
B	5	Univariate Data	9	Fences and Outliers	CCSS.Math.Content.HSS-ID.A.3	Summarize, represent, and interpret data on a single count or measurement variable Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
B	5	Univariate Data	10	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand
B	5	Univariate Data	11	Unit Test	Multiple	All assessed standards covered in this unit

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B	6	Bivariate Data	1	Exchange Ideas: Bivariate Data	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSA-REI.D.11	Represent and solve equations and inequalities graphically Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	6	Bivariate Data	2	Make Two-Way Tables	CCSS.Math.Content.HSS-ID.B.5	Summarize, represent, and interpret data on two categorical and quantitative variables Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
B	6	Bivariate Data	3	Interpret Two-Way Tables	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	6	Bivariate Data	3	Interpret Two-Way Tables	CCSS.Math.Content.HSS-ID.B.5	Summarize, represent, and interpret data on two categorical and quantitative variables Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSF-LE.A.2	Construct and compare linear, quadratic, and exponential models and solve problems Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6b	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Informally assess the fit of a function by plotting and analyzing residuals.

B	6	Bivariate Data	4	Scatter Plots	CCSS.Math.Content.HSS-ID.B.6c	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatter plot that suggests a linear association.
B	6	Bivariate Data	5	Association	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	5	Association	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	6	Bivariate Data	6	The Correlation Coefficient	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	6	Bivariate Data	6	The Correlation Coefficient	CCSS.Math.Practice.MP5	Use appropriate tools strategically.
B	6	Bivariate Data	7	Correlation and Causation	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	7	Correlation and Causation	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	6	Bivariate Data	8	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	9	Fit a Line to Data	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

B	6	Bivariate Data	10	Least Squares Regression	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	10	Least Squares Regression	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	6	Bivariate Data	11	Quadratic Regression Models	CCSS.Math.Content.HSF-IF.B.6	Interpret functions that arise in applications in terms of the context Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
B	6	Bivariate Data	11	Quadratic Regression Models	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	12	Exponential Regression Models	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	6	Bivariate Data	13	Residuals	CCSS.Math.Content.HSS-ID.B.6b	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Informally assess the fit of a function by plotting and analyzing residuals.
B	6	Bivariate Data	14	Unit Review	N/A	Students may use this lesson time to do any of the following: •Revisit Review activities located before each quiz in the unit •Look at the Summary activities in each lesson •Read through the Reference Guide pages linked in each lesson. •Ask for help on any Practice problems they did not fully understand

Attachment C

Alignment Verified: June 7, 2021

B	6	Bivariate Data	15	Unit Test	Multiple	All assessed standards covered in this unit
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	1	Project Research	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	2	Project Writing 1	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).

B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	3	Project Writing 2	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	4	Project Writing 3	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.A.1	Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.B.6a	Summarize, represent, and interpret data on two categorical and quantitative variables Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.7	Interpret linear models Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.8	Interpret linear models Compute (using technology) and interpret the correlation coefficient of a linear fit.
B	7	Project: Sports Statistics	5	Project Reflection	CCSS.Math.Content.HSS-ID.C.9	Interpret linear models Distinguish between correlation and causation.
B	8	Algebra 1 Semester A and B Assessments	1	Semester A Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Algebra 1 Semester A and B Assessments	2	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson
B	8	Algebra 1 Semester A and B Assessments	3	Semester B Test, Parts 1 and 2	Multiple	All assessed standards covered by this point in the course
B	8	Algebra 1 Semester A and B Assessments	4	Your Choice	N/A	Students may use this lesson time to do any of the following: •Complete work in progress. •Review prior lessons in the unit to prepare for the Unit Test •Post or respond to posts on the discussion board for the Exchange Ideas activity in this unit •Prepare for their state standardized test •Go on to the next lesson

Stride

Common Core High School Math Standards
Compared to MTH128 Summit Algebra 1

Alignment verified:
une 7 2021

Strand/Topic	Standards	Coverage	Primary Alignment Course/Units/Lessons	How the Standard is Addressed	Additional Alignment Course/Units/Lessons	Comments
	The Real Number System N RN					
	Extend the properties of exponents to rational exponents.					
	1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3$ $5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.	Full	**MTH128A: Unit: Radicals and Exponents** Properties of Exponents	Students watch a MathCast video and participate in online activities to learn how they can use the properties of exponents to simplify expressions with powers and that these properties extend to rational, or fractional, exponents as well, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Radicals and Exponents** Exchange Ideas Radicals and Exponents	
	2. Rewr te expressions involving radicals and rational exponents using the properties of exponents.	Full	**MTH128A: Unit: Radicals and Exponents** Simp ify Radical Expressions Properties of Exponents	Students watch a MathCast video and participate in online activities to learn how they can simplify a radical expression making sure to check for three things when determining if it is in simplified radical form. Students also learn to use the properties of exponents to simplify expressions with powers and that these properties extend to rational, or fractional, exponents as well, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Polynomials** Add and Subtract Polynomials Common Factors of Polynomials **MTH128A: Unit: Radicals and Exponents** Exchange Ideas Radicals and Exponents Operations with Radical Expressions Rewrite Exponential Expressions Features of Exponential Functions	
	Use properties of rational and irrational numbers.					
	3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Full	**MTH128A: Unit: Radicals and Exponents** Irrational Numbers Operations with Radical Expressions Properties of Rational and Irrational Numbers	Students watch a MathCast video and participate in online activities to learn how they can determine whether a number is rational, use the product property of radicals to multiply radicals, add and subtract radicals that are l ke radicals, and how to predict the type of number that resu ts from adding or multiplying two numbers for rational and irrational. Students then participate in interactive practice problems where they demonstrate what they have learned.		
	Quantities N Q					
	Reason quantitatively and use units to solve problems.					
	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Full	**MTH128A: Unit: Expressions and Problem Solving** Dimensional Analysis	Students watch a MathCast video and participate in online activities to learn how they can use dimensional analysis to convert from one un t of measure to another by multiplying by conversion factors, then participate in interactive practice problems where they demonstrate what they have learned.		
	2. Define appropriate quantities for the purpose of descriptive modeling.	Full	**MTH128A: Unit: Expressions and Problem Solving** Problem Solving	Through online activities and practice, students work on a plan for solving real-world math problems that includes writing a statement that models the relationship between the known and unknown quantities in the problem and writing an equation as a descriptive model of the problem.		

	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quant ties.	Full	**MTH128A: Unit: One Variable Linear Equations and Inequalities** Applications of Inequa ities **MTH128B: Unit: Univariate Data** Measures of Center	**MTH128A: Unit: One Variable Linear Equations and Inequalities** Students solve real-world problems with inequalities where they present answers after determining if the quantity should be presented as a whole number or rounded to a certain decimal. **MTH128B_Unit_Univariate Data** Students learn to determine un ts of measure based on what is most appropriate for a given situation.		
	The Complex Number System N CN					
	Perform arithmetic operations with complex numbers.					
	1. Know there is a complex number i such that i² = –1, and every complex number has the form a + bi with a and b real.	n/a*				Fully covered in MTH308 *n/a The HS math CCSS are not course or grade specific. Instead, the standards are intended to be addressed across 4 years of high school math courses. Standards noted as "n/a" in this Algebra I alignment are addressed in HS math courses other than Algebra I which are identified in this "Comments" column.
	2. Use the relation i² = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	n/a				Fu ly covered in MTH308
	3. (+) Find the conjugate of a complex number; use conjugates to find modu i and quotients of complex numbers.	n/a				This standard is intended to be covered in a 4th year math course.
	Represent complex numbers and their operations on the complex plane.					
	4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	n/a				This standard is intended to be covered in a 4th year math course.
	5. (+) Represent addition, subtraction, multip ication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, (–1 √3)3 8 because (–1 + √3 i) has modulus 2 and argument 120°.	n/a				This standard is intended to be covered in a 4th year math course.
	6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	n/a				This standard is intended to be covered in a 4th year math course.
	Use complex numbers in polynomial identities and equations.					
Number and Quantity	7. Solve quadratic equations w th real coefficients that have complex solutions.	n/a				Fu ly covered in MTH308
	8. (+) Extend polynomial identities to the complex numbers. For example, rewrite x² + 4 as (x + 2i)(x – 2i).	n/a				Fu ly covered in MTH308

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	n/a				Fully covered in MTH308
Vector and Matrix Quantities N VM					
Represent and model with vector quantities					
1. (+) Recognize vector quant ties as having both magnitude and direction. Represent vector quant ties by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).	n/a				This standard is intended to be covered in a 4th year math course.
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	n/a				This standard is intended to be covered in a 4th year math course.
3. (+) Solve problems involving veloc ty and other quantities that can be represented by vectors.	n/a				This standard is intended to be covered in a 4th year math course.
Perform operations on vectors.					
4. (+) Add and subtract vectors.					
4a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magn tude of a sum of two vectors is typically not the sum of t magnitudes.	n/a				This standard is intended to be covered in a 4th year math course.
4b. Given two vectors in magnitude and direction form, determine the magnitude a d direction of their sum.	n/a				This standard is intended to be covered in a 4th year math course.
4c. Understand vector subtraction v – w as v + (–w), where –w is the add tive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	n/a				This standard is intended to be covered in a 4th year math course.
5. (+) Multiply a vector by a scalar.					
5a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multip ication component-wise, e.g., as c(v v_x, v_y) (cv_x, cv_y).	n/a				This standard is intended to be covered in a 4th year math course.
5b. Compute the magnitude of a scalar multiple cv using ||cv|| |c|v. Compute the direction of cv knowing that when |c|≠ 0, the direction of cv is e ther along v (for c 0) or against v (for c < 0).	n/a				This standard is intended to be covered in a 4th year math course.
Perform operations on matrices and use matrices in applications.					
6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	n/a				This standard is intended to be covered in a 4th year math course.

	7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	n/a				This standard is intended to be covered in a 4th year math course.
	8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	n/a				This standard is intended to be covered in a 4th year math course.
	9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but sti l satisfies the associative and distr butive properties.	n/a				This standard is intended to be covered in a 4th year math course.
	10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	n/a				This standard is intended to be covered in a 4th year math course.
	11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	n/a				This standard is intended to be covered in a 4th year math course.
	12. (+) Work w th 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	n/a				This standard is intended to be covered in a 4th year math course.
	Seeing Structures in Expressions A SSE					
	Interpret the structure of expressions					
	1. Interpret expressions that represent a quantity in terms of its contex t.					
	1a. Interpret parts of an expression, such as terms, factors, and coefficients.	Fu l	**MTH128A: Unit: Expressions and Problem Solving** Variables Equations Structure and Meaning **MTH128B: Unit: Quadratic Equations** Applications Quadratic Equations	**MTH128A: Unit: Expressions and Problem Solving** Students watch a MathCast video and participate in online activities to learn the names of the different parts of a inear expression, that only certain values of the variables in an expression wi l make the open sentence true, and make sense f the different parts of expressions for real-world s tuations, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Equations** Students watch a MathCast video and participate in online activities to learn how they can interpret parts of and solve problems by writing and solving quadratic expressions within th context of the situation t represents, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Polynomials** Exchange Ideas Polynomials Add and Subtract Polynomials Multiply with Polynomials **MTH128B: Unit: Quadratic Functions** Interpret Quadratic Function Graphs	

1b. Interpret comp icated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)^{n}as the product of P and a factor not depending on P.	Full	**MTH128A: Unit: Expressions and Problem Solving** Structure and Meaning **MTH128B: Unit: Quadratic Equations** Applications Quadratic Equations	**MTH128A: Unit: Expressions and Problem Solving** Students watch a MathCast video and participate in online activ ties to learn how they can make sense of the different part of expressions for real-world situations, then participate in interactive practice problems where they demonstrate what the have learned. **MTH128B: Unit: Quadratic Equations** Students watch a MathCast video and participate in online activ ties to learn how they can interpret parts of and solve problems by writing and solving quadratic expressions within th context of the situation t represents, then participate in interactive practice problems where they demonstrate what the have learned.		
2. Use the structure of an expression to identify ways to rewrite it. For example, se x ^{4} – y ^{4} as $(x^2)^2 – (y^2)^2$, thus recognizing it as a d fference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.	Full	**MTH128B: Unit: Polynomials** Common Factors of Polynomials Factor Perfect Squares Factor Differences of Squares Factor Quadratic Trinomials **MTH128B: Unit: Quadratic Equations** Applications Quadratic Equations	**MTH128B Unit Polynomials** Students watch a MathCast video and participate in online activ ties to learn how they can factor out the greatest common factor to write an equivalent expression for a polynomial, write a perfect square trinomial as the original binomial squared, factor a binomial that is a difference of squares back into the product of two conjugate binomials, and learn some tips that help them determine the two factors when factoring a quadratic trinomial, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Equations** Students watch a MathCast video and participate in online activ ties to learn how they can interpret parts of and solve problems by writing and solving quadratic expressions within th context of the situation t represents, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Polynomials** Find Roots of a Polynomial **MTH128B: Unit: Quadratic Equations** Complete the Square Formulas with Quadratics	
Write expressions in equivalent forms to solve problems.					
3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.					
3a. Factor a quadratic expression to reveal the zeros of the function it defines.	Full	**MTH128B: Unit: Polynomials** Find Roots of a Polynomial **MTH128B: Unit: Quadratic Functions** Convert Between Forms	**MTH128B: Unit: Polynomials** Students watch a MathCast video and participate in online activ ties to learn how to find the roots of a polynomial equation using the zero of the polynomial function by making the output f the function equal to 0, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activ ties to learn how they can write quadratic function equatio in standard form, factored form, or vertex form and the uses for each form ike factored form to reveal the zeros, then participat in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Polynomials** Exchange Ideas Polynomials **MTH128B: Unit: Quadratic Functions** Exchange Ideas Quadratics Functions	

3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Full	**MTH128B: Unit: Quadratic Functions** Convert Between Forms	Students watch a MathCast video and participate in online activ ties to learn how they can write quadratic function equatio in standard form, factored form, or vertex form and the uses for each form ike using vertex form to find the maximum or minimum, then participate in interactive practice problems wher they demonstrate what they have learned.	**MTH128B: Unit: Quadratic Functions** Exchange Ideas Quadratics Functions	
3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^tcan be rewr tten as $(1.15^{\frac{1}{12}})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rat is 15%.	Full	**MTH128A: Unit: Radicals and Exponents** Rewrite Exponential Expressions	Students watch a MathCast video and participate in online activ ties to learn how they can use the properties of exponents when solving certain types of exponential equations and to convert a known annual rate to a monthly or weekly rate, giving the ability to make prediction for any given time, then participate in interactive practice problems where they demonstrate what they have learned.		
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments★	n/a				Fully covered in MTH308
Arithmetic with Polynomial and Rational Expressions A APR					
Perform arithmetic operations on polynomials					
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Full	**MTH128B: Unit: Polynomials** Overview of Polynomials Add and Subtract Polynomials Multiply with Monomials Multiply Polynomials	Students watch a MathCast video and participate in online activ ties to learn what a polynomial is and how to classify it, how to add and subtract polynomials by combining like terms and organizing like terms e ther horizonta ly or vertically, how to use distributive property to multiply a monomial by any type of polynomial using properties of exponents to multiply variable parts, and how to multiply polynomials using distributive proper y to multiply polynomials of any size, then participate in interactiv practice problems where they demonstrate what they have learned.		
Understand the relationship between zeros and factors of polynomials					
2. Know and apply the Remainder Theorem For a polynomial p(x) and a number a the remainder on division by x – a is p(a), so p(a) 0 if and only f (x – a) is a facto of p(x).	n/a				Fully covered in MTH308
3. Ident fy zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Full	**MTH128B: Unit: Polynomials** Find Roots of a Polynomial **MTH128B: Unit: Quadratic Functions** Other Forms of a Quadratic Function Convert Between Forms	**MTH128B: Unit: Polynomials** Through online activities and practice, students learn to determine the roots or zeros of a quadratic equation by converting it to factored form. Students apply what they have learned to find roots of a polynomial and identify the zeros of a function. **MTH128B: Unit: Quadratic Functions** Through online activities, students learn to recognize that the factors of a quadratic function determine the roots or zeros, and therefore learn to sketch the graph of a quadratic function, give its equation in factored or factorable form.		

	Use polynomial identities to solve problems						
	4. Prove polynomial identities and use them to describe numerical relationships. F r example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	n/a				Fully covered in MTH308	
	5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	n/a				This standard is intended to be covered in a 4th year math course.	
	Rewrite rational expressions						
	6. Rewrite simple rational expressions in d fferent forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	n/a				Fully covered in MTH308	
	7. (+) Understand that rational expressions form a system analogous to the rationa numbers, closed under addition, subtraction, mu tiplication, and division by a nonzero rational expression; add, subtract, mu tiply, and divide rational expression .	n/a				Fully covered in MTH308	
	Creating Equations A CED						
	Create equations that describe numbers or relationships						
Algebra	1. Create equations and inequa ities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Fu l	**MTH128A: Unit: One Variable Linear Equations and Inequalities** Applications of Linear Equations Applications of Inequalities **MTH128A: Unit: Radicals and Exponents** Growth and Decay Equations **MTH128B: Unit: Quadratic Equations** Applications Quadratic Equations **MTH128B: Unit: Quadratic Functions** Model with Quadratic Functions	**MTH128A: Unit: One Variable Linear Equations and Inequalities** Students watch a MathCast video and participate in online activities to learn how to solve problems by wr ting and solving linear equations and inequalities in one variable, then participat in interactive practice problems where they demonstrate what they have learned. **MTH128A: Unit: Radicals and Exponents** Students watch a MathCast video and participate in online activities to learn how they can create equations from real-world s tuations that involve exponential growth such as increasing populations and compound interest and use of exponential dec with depreciating car values and decaying radioactive substances , then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Equations** Students watch a MathCast video and participate in online activities to learn how they can interpret parts of and solve problems by writing and solving quadratic expressions within th context of the situation t represents, then participate in interactive practice problems where they demonstrate what the have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activities to learn how to solve problems by wr ting, graphing, a d using quadratic function equations, then participate in interactiv practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Expressions and Problem Solving** Translate Words into Variable Expressions Translate Words into Equations Problem Solving **MTH128A: Unit: One Variable Linear Equations and Inequalities** Exchange Ideas One-Variable Linear Equations and Inequal ties Solve Inequalities **MTH128A: Unit: Radicals and Exponents** Simp ify Radical Expressions Rewr te Exponential Expressions	

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Full	**MTH128A: Unit: Two Variable Linear Equations and Inequalities** Graphs of Lines Forms of Linear Equations Wr te Equations of Lines	Students watch a MathCast video and participate in online activ ties to learn how they can graph a linear equation using it' intercepts and also use slope to describe a line and it's steepness; how to transform and graph equations given standa form, slope form, intercept form, or other form; how to write equations given points, slope or y-intercept of the line; then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Systems of Equations** Applications Systems of Linear Equations **MTH128A: Unit: Two Variable Linear Equations and Inequalities** Exchange Ideas Two-Variable Linear Equations and Inequaliti s **MTH128A: Unit: Working with Functions** Extended Problems Function Applications Absolute Value Functions	
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Full	**MTH128A Unit Two Variable Linear Equations and Inequalities** Constraints	Students watch a MathCast video and participate in online activ ties to learn how they can represent a set of constraints w a system of inequalities and determine whether solutions to systems of inequalities make sense in the real-world situations they represent, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Two Variable Linear Equations and Inequalities** Graph Linear Inequalities Systems of Linear Inequalities	
4. Rearrange formulas to highlight a quant ty of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V IR to highlight resistance R.	Full	**MTH128A Unit One Variable Linear Equations and Inequalities** Solve Literal Equations **MTH128B: Unit: Quadratic Equations** Formulas w th Quadratics	**MTH128A: Unit: One Variable Linear Equations and Inequalities** Students watch a MathCast video and participate in online activ ties to learn how they can solve literal equations with more than one variable by isolating one of the variables on one side o the equals sign, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Equations** Students watch a MathCast video and participate in online activ ties to learn how they can rewr te formulas used in geometry, projectile motion, car crash analyses, and quadratic equations similar to solving quadratic equations in one variable then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: One Variable Linear Equations and Inequalities** One-Step Equations **MTH128B: Unit: Quadratic Functions** Linear and Quadratic Systems	

Reasoning with Equations and Inequalities A REI					
Understand solving equations as a process of reasoning and explain the reasoning					
1. Explain each step in solving a simple equation as following from the equa ity of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Full	**MTH128A: Unit One Variable Linear Equations and Inequalities** Reasoning	Students watch a MathCast video and participate in online activ ties to learn how they can justify every step of a solution using properties of equality and properties of order, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Radicals and Exponents** Simp ify Radical Expressions	
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	n/a				Fully covered in MTH308
Solve equations and inequalities in one variable					
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Full	**MTH128A: Unit: One Variable Linear Equations and Inequalities** One-Step Equations Mu tiple transformations Variables on Both Sides of an Equations Solve Literal Equations Solve Inequa ities	Students watch a MathCast video and participate in online activ ties to learn how they can solve equations by wr ting equivalent equations until the variable is isolated on one side o the equal sign and using addition, subtraction, multiplication, and division; how to solve multi-step equations, literal equations, an inequalities; then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A Unit One Variable Linear Equations and Inequalities** Exchange Ideas One-Variable Linear Equations and Inequalities Applications of Linear Equations Solve Linear Inequalities **MTH128A: Unit: Two Variable Linear Equations and Inequalities** Graph Linear Inequal ties	
4. Solve quadratic equations in one variable.					
4a. Use the method of completing the square to transform any quadratic equation n x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Full	**MTH128B: Unit: Quadratic Equations** Complete the Square The Quadratic Formula The Discriminant	Students watch a MathCast video and participate in online activ ties to learn how they can write any quadratic equation as a perfect square equation in which one side is a perfect square and the other side is a constant, how to derive the quadratic formula from completing the square and use it to solve quadrat equations, and how to use the discriminant from the quadratic formula to find what kind of solutions it has, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Quadratic Equations** Exchange Ideas Quadratic Equations Solve Perfect Square Equations Solve Quadratic Equations **MTH128B: Unit: Quadratic Functions** Convert Between Forms	
4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.	Full	**MTH128B: Unit: Quadratic Equations** Solve Perfect Square Equations Complete the Square The Quadratic Formula The Discriminant Solve Quadratic Equations	Students watch a MathCast video and participate in online activ ties to learn how to use the inverse of squaring to solve equations with a perfect square by taking the square root of each side, how they can write any quadratic equation as a perfect square equation in which one side is a perfect square and the other side is a constant, how to derive the quadratic formula from completing the square and use it to solve quadratic equations, how to use the discriminant from the quadratic formula to find what kind of solutions it has, how to choose a method for a given equation depending on the values in the equation and the form the equation, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Polynomials** Exchange Ideas Polynomials Find Roots of a Polynomial **MTH128B: Unit: Quadratic Equations** Exchange Ideas Quadratic Equations **MTH128B: Unit: Quadratic Functions** Model with Quadratic Functions	
Solve systems of equations					
5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Full	**MTH128B: Unit: Systems of Equations** Linear Combination Linear Combination with Multiplication	Students watch a MathCast video and participate in online activ ties to learn how they can solve a system using the linear combination method of adding opposites and sometimes needi g to first multiply at least one of the equations by a number to form a system of equivalent equations that will e iminate a variable when the equations are combined, then participate in interactiv practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Systems of Equations** Exchange Ideas Systems of Equations	

	6. Solve systems of linear equations exactly and approximately (e.g., w th graphs), focusing on pairs of inear equations in two variables.	Fu l	**MTH128B: Unit: Systems of Equations** Graphs of Systems Approximate Solutions with Graphs Substitution Method Applications Systems of Linear Equations	Students watch a MathCast video and participate in online activities to learn how they can solve a system of equations by graphing it and determine whether the graphs intersect and exactly where they do, to learn how to use technology when the intersection on the graph is not an integer, how to use the substitution method by subst tuting an expression for a variable to obtain an equation in one variable, and how to apply any method to real-world systems problems, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Systems of Equations** Exchange Ideas Systems of Equations Linear Combination Linear Combination with Multip ication	
	7. Solve a simple system consisting of a linear equation and a quadratic equation i two variables algebraically and graphically. For example, find the points of intersection between the line y −3x and the circle ^{2}x+ y^{2} 3.	Fu l	**MTH128B Unit Quadratic Functions** Linear and Quadratic Systems	Students watch a MathCast video and participate in online activities to learn how they can solve a system containing one linear equation and one quadratic equation algebraically and graphically, then participate in interactive practice problems where they demonstrate what they have learned.		
	8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	n/a				This standard is intended to be covered in a 4th year math course.
	9. (+) Find the inverse of a matrix if it exists and use t to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	n/a				This standard is intended to be covered in a 4th year math course.
	Represent and solve equations and inequalities graphically					
	10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Fu l	**MTH128A: Unit: Exponential Functions** Graph Exponential Functions	Students watch a MathCast video and participate in online activities to learn that the graph of an exponential function is a curve that has an asymptote and the curve can be either increasing or decreasing depending on whether it represents growth or decay, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Systems of Equations** Graph Systems to Solve Equations **MTH128A: Unit Two Variable Linear Equations and Inequalities** Graphs of Lines **MTH128A: Unit: Working with Functions** Intercepts	
	11. Explain why the x-coordinates of the points where the graphs of the equations f(x) and y g(x) intersect are the solutions of the equation f(x) g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	Fu l	**MTH128B: Unit: Systems of Equations** Graph Systems to Solve Equations	Students watch a MathCast video and participate in online activities to learn how they can explain how to solve f(x) g(x) y graphing and by making a table of values, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Bivariate Data** Make Two-Way Tables	
	12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution s t to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Fu l	**MTH128A: Unit: Two Variable Linear Equations and Inequalities** Graph Linear Inequalities Systems of Linear Inequalities	Students watch a MathCast video and participate in online activities to learn how they can graph a linear inequal ty in two variables and a system of inequalities, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128A: Unit: Two Variable Linear Equations and Inequalities** Constraints	

	Interpreting Functions F iF					
	Understand the concept of a function and use function notation					
	1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the rang . If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y f(x).	Full	**MTH128A: Unit: Working with Functions** Relations and Functions Function Equations	Students watch a MathCast video and participate in online activ ties to learn a relation is a mapping or correspondence between inputs and outputs and how to represent them with domain and range as sets of ordered pairs, arrow diagrams, tables, and graphs, and that some relations are functions, and how to represent functions as equations in function notation replacing the output variable with representation that uses the function's name and the function's input variable, then participa in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Working with Functions** Domain and Range	
	2. Use function notation, evaluate functions for inputs in their domains, and interpr t statements that use function notation in terms of a context.	Full	**MTH128A: Unit: Working with Functions** Relations and Functions Function Equations	Students watch a MathCast video and participate in online activ ties to learn a relation is a mapping or correspondence between inputs and outputs and how to represent them with domain and range as sets of ordered pairs, arrow diagrams, tables, and graphs, and that some relations are functions, and how to represent functions as equations in function notation replacing the output variable with representation that uses the function's name and the function's input variable, then participa in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Working with Functions** Piecewise-Defined Functions **MTH128A: Unit: Sequences and Modeling with Functions** Sequences and Patterns	
	3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is define recursively by f(0) f(1) 1, f(n+1) f(n) + f(n-1) for n≥ 1.	Full	**MTH128A: Unit: Sequences and Modeling with Functions** Sequences and Patterns	Students watch a MathCast video and participate in online activ ties to learn how a sequence is a function because it is a l of numbers that follow a pattern and passes the vertical line tes when graphed on a coordinate plane, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128A: Unit: Sequences and Modeling with Functions** Geometric Sequences	
	Interpreting functions that arise in applications in terms of the context					
	4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showin key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★	Full	**MTH128A: Unit: Working with Functions** Linear Functions Intercepts **MTH128A: Unit: Exponential Functions** Features of Exponential Functions Interpret Exponential Graphs **MTH128B: Unit: Quadratic Functions** Interpret Quadratic Function Graphs	**MTH128A: Unit: Working with Functions** Students watch a MathCast video and participate in online activ ties to learn how to sketch the graph of a linear function given a description of the situation it represents, and interpret k features of a linear function from a graph in terms of the real-world context it represents, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128A: Unit: Exponential Functions** Students watch a MathCast video and participate in online activ ties to learn how to sketch the graph of an exponential function given a description of the situation it represents in real-world context and describe the end behavior, then participate in interactive practice problems where they demonstrate what the have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activ ties to learn how they can interpret key features of a quadratic function from a graph or table in terms of the real-wor d context it represents, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Working with Functions** Exchange Ideas Working with Functions **MTH128A: Unit: Sequences and Modeling with Functions** Model Exponential Relationships	

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the pos ti integers would be an appropriate domain for the functio★.	Full	**MTH128A: Unit: Working with Functions** Domain and Range	Students watch a MathCast video and participate in online activ ties to learn how a real-world s tuation may limit inputs to be whole numbers or to be between two certain values and that lim ting the inputs wi l limit the outputs as well, then participate i interactive practice problems where they demonstrate what the have learned.	**MTH128A: Unit: Exponential Functions** Exchange Ideas Exponential Functions Graph Exponential Functions Features of Exponential Functions Identify Linear and Exponential Functions	
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★	Full	**MTH128A: Unit: Working with Functions** Linear Functions Intercepts **MTH128A: Unit: Exponential Functions** Features of Exponential Functions Average Rate of Change **MTH128B: Unit: Quadratic Functions** Quadratic Rates of Change	**MTH128A: Unit: Working with Functions** Students watch a MathCast video and participate in online activ ties to learn how to sketch the graph of a linear function given a description of the situation it represents, and interpret k features of a linear function from a graph in terms of the real-world context it represents, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128A: Unit: Exponential Functions** Students watch a MathCast video and participate in online activ ties to learn how to sketch the graph of an exponential function given a description of the situation it represents in real-world context and describe the end behavior, and to calculate, approximate and interpret a function's average rate of change over a specified interval, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activ ties to learn how they can calculate and approximate a function's average rate of change given the equation or a table, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Exponential Functions** Exchange Ideas Exponential Functions Graph Exponential Functions Identify Linear and Exponential Functions **MTH128B: Unit: Bivariate Data** Quadratic Regression Models **MTH128A Unit Sequences and Modeling with Functions** Model Linear Relationships	
Analyze functions using different representations					
7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases★.					
7a. Graph linear and quadratic functions and show intercepts, maxima, and minim .	Full	**MTH128A: Unit: Working with Functions** Linear Functions **MTH128B: Unit: Quadratic Functions** Standard Form of a Quadratic Function Other Forms of a Quadratic Function	**MTH128A: Unit: Working with Functions** Students watch a MathCast video and participate in online activ ties to learn how to sketch the graph of a linear function given a description of the situation it represents, then participat in interactive practice problems where they demonstrate what they have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activ ties to learn how they can graph a quadratic function given its equation in standard form, factored form, and vertex form, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Systems of Equations** Graphs of Systems **MTH128A: Unit: Working with Functions** Exchange Ideas Working with Functions **MTH128A: Unit: Sequences and Modeling with Functions** Arithmetic Sequences	
7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Full	**MTH128A: Unit: Working with Functions** Absolute Value Functions Piecewise-Defined Functions Step Functions	Students watch a MathCast video and participate in online activ ties to learn how they can graph an absolute value functio given the graph of its parent function or its equation, graph a piecewise-defined function given its rule, and graph a step function given its equation , then participate in interactive practice problems where they demonstrate what they have learned.		
7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	n/a				Fully covered in MTH308

	7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	n/a				Fully covered in MTH308
	7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, mid ine, and amplitude.	n/a	**MTH128A: Unit: Exponential Functions** Graph Exponential Functions Features of Exponential Functions	Students watch a MathCast video and participate in online activities to learn how they can graph an exponential function given its equation, and sketch the graph of an exponential function given a description of the situation it represents, then participate in interactive practice problems where they demonstrate what they have learned.		Fully covered in MTH308
	8. Write a function defined by an expression in d fferent but equivalent forms to reveal and explain different properties of the function.					
	8a. Use the process of factoring and completing the square in a quadratic function show zeros, extreme values, and symmetry of the graph, and interpret these in ter of a context.	Fu l	**MTH128B: Unit: Quadratic Functions** Convert Between Forms	Students watch a MathCast video and participate in online activities to learn how they can determine the x-intercepts of a quadratic function given a function equation that can be factore determine the zeros of a quadratic function by converting it to factored form, determine the maximum or minimum by converti it to vertex form and the number of zeros given its equation, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Quadratic Functions** Exchange Ideas Quadratics Functions	
	8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y $(1.02)^t$, y $(0.97)^t$, y $(1.01)^{12t}$, y $(1.2)^{t/10}$, and classify them as representing exponential growth or decay.	n/a				Fully covered in MTH308
	9. Compare properties of two functions each represented in a d fferent way (algebraica ly, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Fu l	**MTH128A: Unit: Exponential Functions** Multiple Representations	Students watch a MathCast video and participate in online activities to learn how they can compare key features of two functions represented in different ways, then participate in interactive practice problems where they demonstrate what the have learned.		
	Building Functions F BF					
	Build a function that models a relationship between two quantities					
	1. Write a function that describes a relationship between two quantities.					
	1a. Determine an explic t expression, a recursive process, or steps for calculation from a context.	Fu l	**MTH128A: Unit: Sequences and Modeling with Functions** Ar thmetic Sequences Geometric Sequences Model Linear Relationships Model Exponential Relationships	Through online activities and offline practice, students learn to create ar thmetic and geometric sequences to model a given s tuation using both an exp icit formula and recursively, and convert between forms.		
	1b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	n/a				Fully covered in MTH308
Functions	1c. (+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather ballo n as a function of time.	n/a				This standard is intended to be covered in a 4th year math course.

2. Write arithmetic and geometric sequences both recursively and with an exp icit formula, use them to model s tuations, and translate between the two forms.	Fu l	**MTH128A: Unit: Sequences and Modeling with Functions** Ar thmetic Sequences Geometric Sequences	Students watch a MathCast video and participate in online activities to learn how they can write, use, and solve a real-wor problem using an explicit rule for an arithmetic sequence and a geometric sequence, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Sequences and Modeling with Functions** Exchange Ideas Sequences and Modeling with Functions Extended Problems Sequences	
Build new functions from existing functions					
3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and i lustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Fu l	**MTH128A: Unit: Working with Functions** Transform Linear Equations Absolute Value Functions Step Functions **MTH128A: Unit: Exponential Functions** Transform Exponential Functions **MTH128B: Unit: Quadratic Functions** Transform Quadratic Functions	**MTH128A: Unit: Working with Functions** Students watch a MathCast video and participate in online activities to learn to describe the effect a given parameter has on a linear function graph, an absolute value graph, and the graph of a step function, then participate in interactive practice problems where they demonstrate what they have learned. **MTH128A: Unit: Exponential Functions** Students watch a MathCast video and participate in online activities to learn how they can describe the effect a given parameter has on an exponential function, then participate in interactive practice problems where they demonstrate what the have learned. **MTH128B: Unit: Quadratic Functions** Students watch a MathCast video and participate in online activities to learn how they can describe the effect a given parameter has on a quadratic function, then participate in interactive practice problems where they demonstrate what the have learned.		
4. Find inverse functions.					
4a. Solve an equation of the form f(x) c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) 2^x or f(x) (x+1)/(x–1) for x ≠ 1.	n/a				Fully covered in MTH308
4b. (+) Verify by composition that one function is the inverse of another.	n/a				This standard is intended to be covered in a 4th year math course.
4c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	n/a				This standard is intended to be covered in a 4th year math course.
4d. (+) Produce an invert ble function from a non-invertible function by restricting the domain.	n/a				Fully covered in MTH308
5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	n/a				Fully covered in MTH308

Linear, Quadratic, and Exponential Models F LE					
Construct and compare linear, quadratic, and exponential models and solve problems					
1. Distinguish between situations that can be modeled with linear functions and w th exponential functions.					
1a. Prove that inear functions grow by equal d fferences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	Full	**MTH128A: Unit: Exponential Functions** Identify Linear and Exponential Functions	Students watch a MathCast video and participate in online activ ties to learn how they can determine ratios of outputs and whether a situation can be modeled by a linear function or an exponential function, determine the differences in outputs for a linear function over a given interval, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A Unit Exponential Functions** Exchange Ideas Exponential Functions **MTH128A: Unit: Sequences and Modeling with Functions** Function Parameters	
1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Full	**MTH128A Unit Exponential Functions** Average Rate of Change	Through online activities and practice, students calculate, approximate, and interpret a function's average rate of change over a specified interval for exponential functions.		
1c. Recognize situations in which a quantity grows or decays by a constant percen rate per unit interval relative to another.	Full	**MTH128A: Unit: Exponential Functions** Identify Linear and Exponential Functions	Through online activities and practice, students learn to recognize that with exponential functions the ratios of outputs over equal intervals and the interval sizes are related in that t is increasing or decreasing at a constant percent rate per un t.		
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Full	**MTH128A: Unit: Sequences and Modeling with Functions** Model Linear Relationships Model Exponential Relationships	Students watch a MathCast video and participate in online activ ties to learn how they can determine the function equation that models a inear or exponential relationship given its graph, a description, or a table of ordered pairs, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH12B: Unit: Quadratic Functions** Exchange Ideas Quadratic Functions Standard Form of a Quadratic Function Other Forms of a Quadratic Function Convert Between Forms Transform Quadratic Functions Quadratic Rates of Change Model with Quadratic Functions Interpret Quadratic Function Graphs **MTH128B: Unit: Bivariate Data** Scatter Plots	
3. Observe using graphs and tables that a quant ty increasing exponentially eventually exceeds a quantity increasing linearly, quadratica ly, or (more generally as a polynomial function.	Full	**MTH128B: Unit: Quadratic Functions** Quadratic Rates of Change	Students watch a MathCast video and participate in online activ ties to learn how they can compare growth rates of exponential and polynomial functions, calculate a function's average rate of change over a specified interval given the equation or table of values and approximate it given the graph, then participate in interactive practice problems where they demonstrate what they have learned.		
4. For exponential models, express as a logarithm the solution tqc^{t} d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	n/a				Fully covered in MTH308
Interpret expressions for functions in terms of the situation they model					
5. Interpret the parameters in a linear or exponential function in terms of a context.	Full	**MTH128A: Unit: Sequences and Modeling with Functions** Function Parameters	Students watch a MathCast video and participate in online activ ties to learn how they can interpret the parameters in a linear and an exponential function in terms of the real-world situation it represents, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128A: Unit: Exponential Functions** Graph Exponential Functions Transform Exponential Functions Interpret Exponential Graphs	

Trigonometric Functions F TF						
Extend the domain of trigonometric functions using the unit circle						
1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	n/a					Fully covered in MTH308
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	n/a					Fully covered in MTH308
3. (+) Use special triangles to determine geometrica ly the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π–x, π+x, and 2π–x in terms of their values for x, where x is any real number.	n/a					Fully covered in MTH308
4. (+) Use the unit circle to explain symmetry (odd and even) and periodic ty of trigonometric functions.	n/a					This standard is intended to be covered in a 4th year math course.
Model periodic phenomena with trigonometric functions						
5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline★	n/a					Fully covered in MTH308
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows ts inverse to be constructed.	n/a					Fully covered in MTH308
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context★	n/a					Fully covered in MTH308
Prove and apply trigonometric identities						
8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta)$ 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	n/a					Fully covered in MTH308
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	n/a					This standard is intended to be covered in a 4th year math course.

	Congruence G CO					
	Experiments with transformations in the plane					
	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	n/a				Fully covered in MTH208
	2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	n/a				Fully covered in MTH208
	3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	n/a				Fully covered in MTH208
	4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	n/a				Fully covered in MTH208
	5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	n/a				Fully covered in MTH208
	Understand congruence in terms of rigid motions					
	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition congruence in terms of rigid motions to decide if they are congruent.	n/a				Fully covered in MTH208
	7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	n/a				Fully covered in MTH208
	8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	n/a				Fully covered in MTH208

Prove geometric theorems					
9. Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	n/a				Fully covered in MTH208
10. Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	n/a				Fully covered in MTH208
11. Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	n/a				Fully covered in MTH208
Make geometric constructions					
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	n/a				Fully covered in MTH208
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	n/a				Fully covered in MTH208
Similarity, Right Triangles, and Trigonometry G SRT					
Understand similarity in terms of similarity transformations					
1. Verify experimentally the properties of dilations given by a center and a scale factor					
1a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	n/a				Fully covered in MTH208
1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	n/a				Fully covered in MTH208
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformation the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	n/a				Fully covered in MTH208

	3. Use the properties of similarity transformations to estab ish the AA criterion for two triangles to be similar.	n/a				Fully covered in MTH208
	Prove theorems involving similarity					
	4. Prove theorems about triangles. Theorems include a line para lel to one side of a triangle divides the other two proportiona ly, and conversely; the Pythagorean Theorem proved using triangle sim lar ty.	n/a				Fully covered in MTH208
	5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	n/a				Fully covered in MTH208
	Define trigonometric ratios and solve problems involving right triangles					
Geometry	6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to defin tions of trigonometric ratios for acute angles	n/a				Fully covered in MTH208 and MTH308
	7. Explain and use the relationship between the sine and cosine of complementary angles.	n/a				Fully covered in MTH208
	8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in app ied problems★	n/a				Fully covered in MTH208 and MTH308
	Apply trigonometry to general triangles					
	9. (+) Derive the formula A 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the oppos te side.	n/a				Fully covered in MTH208
	10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.	n/a				Fully covered in MTH208
	11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	n/a				Fully covered in MTH208

Circles G C					
Understand and apply theorems about circles					
1. Prove that all circles are similar.	n/a				Fully covered in MTH208
2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	n/a				Fully covered in MTH208
3. Construct the inscr bed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	n/a				Fully covered in MTH208
4. (+) Construct a tangent line from a point outside a given circle to the circle.	n/a				Fully covered in MTH208
Find arc lengths and areas of sectors of circles					
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportiona ity; derive the formula for the area of a sector.	n/a				Fully covered in MTH208
Expressing Geometric Properties with Equations G GPE					
Translate between the geometric description and the equation for a conic section					
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circl given by an equation.	n/a				Fully covered in MTH208
2. Derive the equation of a parabola given a focus and directrix.	n/a				Fully covered in MTH208 and MTH308
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	n/a				This standard is intended to be covered in a 4th year math course.
Use coordinates to prove simple geometric theorems algebraically					
4. Use coordinates to prove simple geometric theorems algebraically. For example prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (ŕ3) lies on the circle centered at the origin and containing the point (0, 2).	n/a				Fully covered in MTH208

	5. Prove the slope cr teria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	n/a				Fully covered in MTH208
	6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	n/a				Fully covered in MTH208
	7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula★	n/a				Fully covered in MTH208
	Geometric Measurement and Dimension G GMD					
	Explain volume formulas and use them to solve problems					
	1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cava ieri's principle, and informal limit arguments.	n/a				Fully covered in MTH208
	2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	n/a				Fully covered in MTH208
	3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems★	n/a				Fully covered in MTH208
	Visualize relationships between two dimensional and three dimensional objects					
	4. Ident fy the shapes of two-dimensional cross-sections of three-dimensional objects, and ident fy three-dimensional objects generated by rotations of two-dimensional objects.	n/a				Fully covered in MTH208
	Modeling with Geometry G MG					
	Apply geometric concepts in modeling situations					
	1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder)★	n/a				Fully covered in MTH208
	2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot)★	n/a				Fully covered in MTH208
	3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios)★	n/a				Fully covered in MTH208

Interpreting Categorical and Quantitative Data S ID						
Summarize, represent, and interpret data on a single count or measurement variable						
1. Represent data with plots on the real number ine (dot plots, histograms, and bo plots).	Full	**MTH128B: Unit: Univariate Data** Frequency Distributions Box-and-Whisker Plots Fences and Outliers	Students watch a MathCast video and participate in online activ ties to learn how to represent and interpret data w th a dot plot, histogram, frequency table, box plot, and mod fied box plo to determine whether a value in a data set is an outlier, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Univariate Data** Measures of Spread Extended Problems Compare Data Sets **MTH128B: Unit: Bivariate Data** Make Two-Way Tables Interpret Two-Way Tables **MTH128B: Unit: Project: Sports Statistics** Project Research Project Writing 1 Project Writing 2 Project Writing 3 Project Reflection	
2. Use statistics appropriate to the shape of the data distr bution to compare cente (median, mean) and spread (interquart le range, standard deviation) of two or more different data sets.	Full	**MTH128B: Unit: Univariate Data** Measures of Center Measures of Spread Appropriate Measures Discuss/Extended Problems Comparing Data Sets	Students watch a MathCast video and participate in online activ ties to learn to determine the mean, median, mode, range interquartile range, and standard deviation of a data set in real-world problems; to compare the centers and spreads of two or more data sets determining the best measure or measures of center and differences in the centers of data sets in the context of the real-world situations they represent, then participate in interactive practice problems where they demonstrate what the have learned and join in with a discussion.	**MTH128B: Unit: Univariate Data** Exchange Ideas Univariate Data Fences and Outliers	
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Full	**MTH128B: Unit: Univariate Data** Appropriate Measures Fences and Outliers	Students watch a MathCast video and participate in online activ ties to learn how to compare the centers and spreads of two or more data sets determining the best measure or measures o center and differences in the centers of data sets in the context of the real-world situations they represent, and how to represen data with a modified box plot to determine whether a value in a data set is an out ier, then participate in interactive practice problems where they demonstrate what they have learned.		
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	n/a				Fully covered in MTH308
Summarize, represent, and interpret data on two categorical and quantitative variables						
5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in th data.	Full	**MTH128B: Unit: Bivariate Data** Make Two-Way Tables Interpret Two-Way Tables	Students watch a MathCast video and participate in online activ ties to learn how they can make a two-way table to summarize a lot of information in a short amount of space with both rows and columns of categorical data, and how to draw several conclusions from a two-way table that can involve comparisons, percents, and probabilities, then participate in interactive practice problems where they demonstrate what the have learned.		
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.						

6a. F t a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	Full	**MTH128B: Unit: Bivariate Data** Scatterplots Fit a Line to Data Least Squares Regression Quadratic Regression Models Exponential Regression Models	Students watch a MathCast video and participate in online activ ties to learn how to represent and interpret data w th a scatter plot to show trends, clusters, and outliers,; determine th equation of a regression line and use the equation to solve problems; use the least squares regression line to find the equations in slope-intercept form and interpret it; how to use a quadratic regression model if the pattern in the scatter plot mak a parabolic or partially parabo ic curve; and determine which model whether inear, quadratic, or exponential, fits the data; th participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Bivariate Data** Residuals **MTH128B: Unit: Project: Sports Statistics** Project Research Project Writing 1 Project Writing 2 Project Writing 3 Project Reflection	
6b. Informally assess the fit of a function by plotting and analyzing residuals.	Full	**MTH128B: Unit: Bivariate Data** Scatterplots Residuals	Students watch a MathCast video and participate in online activ ties to learn how to represent and interpret data w th a scatter plot to show trends, clusters, and outliers, and analyze data using residuals to determine if a ine is a good model for a data set as the distance of the point from the line, then participa in interactive practice problems where they demonstrate what they have learned.		
6c. Fit a linear function for a scatter plot that suggests a linear association.	Full	**MTH128B: Unit: Bivariate Data** Scatterplots	Students watch a MathCast video and participate in online activ ties to learn how to represent and interpret data w th a scatter plot to show trends, clusters, and outliers, then participa e in interactive practice problems where they demonstrate what they have learned.		
Interpret linear models					
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Full	**MTH128B: Unit: Bivariate Data** Fit a Line to Data Least Squares Regression	Students watch a MathCast video and participate in online activ ties to learn how to determine the equation of a regression line and use the equation to solve problems, and use the least squares regression line to find the equations in slope-intercept form and interpret t, then participate in interactive practice problems where they demonstrate what they have learned.	**MTH128B: Unit: Project: Sports Statistics** Project Research Project Writing 1 Project Writing 2 Project Writing 3 Project Reflection	
8. Compute (using technology) and interpret the correlation coefficient of a linear f t.	Full	**MTH128B: Unit: Bivariate Data** Association The Correlation Coefficient	Students watch a MathCast video and participate in online activ ties to learn that sometimes the points in a scatter plot show a pattern that reveals the relationship, or association, and how o describe an association by its direction and by its strength, and that the correlation coefficient solves the problem that different people may have different ideas on what makes an association weak, moderate, or strong then participate in interactive practic problems where they demonstrate what they have learned.	**MTH128B: Unit: Project: Sports Statistics** Project Research Project Writing 1 Project Writing 2 Project Writing 3 Project Reflection	
9. Distinguish between correlation and causation.	Full	**MTH128B: Unit: Bivariate Data** Correlation and Causation	Students watch a MathCast video and participate in online activ ties to learn that a correlation indicates a relationship between two variables that may or may not be a cause-effect relationship which is ca led a causation, then participate in interactive practice problems where they demonstrate what the have learned.	**MTH128B: Unit: Bivariate Data** Exchange Ideas Bivariate Data **MTH128B: Unit: Project: Sports Statistics** Project Research Project Writing 1 Project Writing 2 Project Writing 3 Project Reflection	
Making Inferences and Justifying Conclusions S IC					
Understand and evaluate random processes underlying statistical experiments					

	1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	n/a				Fully covered in MTH308
	2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probabil ty 0.5. Would a result of 5 tails in a row cause you to question the model?	n/a				Fully covered in MTH308
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies					
Statistics and Probability	3. Recognize the purposes of and d fferences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	n/a				Fully covered in MTH308
	4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random samp ing.	n/a				Fully covered in MTH308
	5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	n/a				Fully covered in MTH308
	6. Evaluate reports based on data.	n/a				Fully covered in MTH308
	Conditional Probability and the Rules of Probability S CP					
	Understand independence and conditional probability and use them to interpret data					
	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	n/a				Fully covered in MTH308
	2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	n/a				Fully covered in MTH308
	3. Understand the conditional probabil ty of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probabi ity of A given B is the same as the probability of A, and the cond tional probability of B given A is the same as the probabi ity of B.	n/a				Fully covered in MTH308

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probab lity that a randoml selected student from your school will favor science given that the student is in ten h grade. Do the same for other subjects and compare the results.	n/a				Fully covered in MTH308
5. Recognize and explain the concepts of conditional probabil ty and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer f you are a smoker with the chance of being a smoker if you have lung cancer.	n/a				Fully covered in MTH308
Use the rules of probability to compute probabilities of compound events in a uniform probability model					
6. Find the conditional probab lity of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	n/a				Fully covered in MTH308
7. Apply the Add tion Rule, P(A or B) P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	n/a				Fully covered in MTH308
8. (+) Apply the general Mu tiplication Rule in a uniform probab lity model, P(A and B) P(A)P(B|A) P(B)P(A|B), and interpret the answer in terms o the model.	n/a				This standard is intended to be covered in a 4th year math course.
9. (+) Use permutations and combinations to compute probabi ities of compound events and solve problems.	n/a				This standard is intended to be covered in a 4th year math course.
Using Probability to Make Decisions S MD					
Calculate expected values and use them to solve problems					
1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	n/a				Fully covered in MTH308
2. (+) Calculate the expected value of a random variable; interpret it as the mean o the probabil ty distr bution.	n/a				Fully covered in MTH308
3. (+) Develop a probabi ity distribution for a random variable defined for a sample space in which theoretical probabil ties can be calculated; find the expected value. For example, find the theoretical probabi ity distribution for the number of correct answers obtained by guessing on all five questions of a mu tiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	n/a				Fully covered in MTH308

	4. (+) Develop a probabi ity distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	n/a				Fully covered in MTH308
	Use probability to evaluate outcomes of decisions					
	5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.					
	5a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.	n/a				This standard is intended to be covered in a 4th year math course.
	5b. Evaluate and compare strategies on the basis of expected values. For example compare a high-deduct ble versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	n/a				This standard is intended to be covered in a 4th year math course.
	6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	n/a				This standard is intended to be covered in a 4th year math course.
	7. (+) Analyze decisions and strategies using probabi ity concepts (e.g., product testing, medical testing, pulling a hockey goa ie at the end of a game).	n/a				This standard is intended to be covered in a 4th year math course.
	Standards for Mathematical Practice					
	1. Make sense of problems and persevere in solving them.	Fu l	Embedded throughout, for example **MTH128A: Unit: Expressions and Problem Solving** Unit Test **MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Unit Test	**MTH128A: Unit: Expressions and Problem Solving** Through unit assessment on learned materials, students w ll need to demonstrate perseverance and understanding of the purpose of the questions asked. **MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Through unit assessment on learned materials, students w ll need to demonstrate perseverance and understanding of the purpose of the questions asked.		
	2. Reason abstractly and quantitatively.	Fu l	**MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Reasoning	Through online activities and offline practice, students will solve mathematical problems and justify the steps taken to solve the problems.		
	3. Construct viable arguments and cr tique the reasoning of others.	Fu l	Embedded throughout, for example **MTH128A: Unit: Expressions and Problem Solving** Expressions **MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Reasoning	**MTH128A: Unit: Expressions and Problem Solving** Through online review students will analyze the steps taken by others to determine if the solution is correct or where the individual made an error. **MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Through online activities and offline practice, students will solve mathematical problems and justify the steps taken to solve the problems.		

Standards for Mathematical Practice	4. Model with mathematics.	Full	Embedded throughout, for example **MTH128A_Unit_Working with Functions** Linear Functions Absolute Value Functions Piecewise-Defined Functions Step Functions	Through online activities and offline practice students will creat graphical models of functions.		
	5. Use appropriate tools strategically.	Full	Embedded throughout, for example **MTH128A: Unit: Expressions and Problem Solving** Unit Test **MTH128B_Unit_Bivariate** The Correlation Coefficient	**MTH128A: Unit: Expressions and Problem Solving** Through assessments students will demonstrate appropriate use of a calculator to aid in solving problems efficiently. **MTH128B: Unit: Bivariate** Through online activities and offline practice students will demonstrate the use of the calculator as a tool to determine statistical data.		
	6. Attend to precision.	Full	Embedded throughout, for example **MTH128A: Unit: Expressions and Problem Solving** Unit Test **MTH128A_Unit_1 Variable Linear Equations and Inequalities** Unit Test	**MTH128A: Unit: Expressions and Problem Solving** Through unit assessment on learned materials, students w ll need to demonstrate precision and accuracy in submitted responses and reasonings. **MTH128A: Unit: 1 Variable Linear Equations and Inequalities** Through unit assessment on learned materials, students w ll need to demonstrate precision and accuracy in submitted responses and reasonings.		
	7. Look for and make use of structure.	Full	**MTH128A: Unit: Expressions and Problem Solving** Structure and Meaning	Through online activities and offline practice students will demonstrate an understanding of the structure of an expression Then students w ll demonstrate the meaning of each ident fied element of the expression.		
	8. Look for and express regularity in repeated reasoning.	Full	Embedded throughout, for example **MTH128B: Unit: Systems of Equations** Exchange Ideas Systems of Equations **MTH128B: Unit: Polynomials** Exchange Ideas Polynomials	**MTH128B: Unit: Systems of Equations** Students will start the unit w th a discussion assignment centere on the topic of the unit. Students wi l justify the linear combination method and solve system of linear equations problem. **MTH128B: Unit: Polynomials** Students will start the unit w th a discussion assignment centere on the topic of the unit. Students wi l determine roots and zeros of given quadratic equation/function.		
Footnote	***The (+) standards in this column are those in the Common Core State Standards that are not included in any of the Traditional Pathway courses. They would be used in additional courses developed to follow Algebra II.***					

ATTACHMENT D
PLAN FOR CURRICULUM DEVELOPMENT

In addition to the Stride curriculum described in the charter application, the Governing Board of Lima No'eau Career Academy desires to offer Hawaiian culture curriculum. Given the relatively short time between charter approval and the opening of the School, the School will initially offer existing third-party Hawaiian culture curriculum when School opens and will then begin working with Stride which has the ability to develop a Hawaiian culture curriculum customized for the School.

ATTACHMENT E
PROPOSED LEARNING STANDARDS

As stated on the Hawaii Department of Education webpage: Standards are not curriculum, but expectations of what students should know and be able to do at each grade level. https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx . Lima No'eau does not plan to adopt or develop additional learning standards beyond the Hawaii DOE Subject Standards.

ATTACHMENT F
GRADUATION REQUIREMENTS

A Hawaii High School Diploma shall be issued to Lima No'eau Career Academy students who meet the following minimum course and credit requirements (according to Board of Education Policy 102-15):

SUBJECT	HIGH SCHOOL DIPLOMA
English	**4 credits** including: English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit); Expository Writing* (0.5 credit); and Common Core aligned language arts electives or proficiency based equivalents [ELA basic electives (1.5 credits)]
Social Studies	**4 credits** including: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit)
Mathematics	**3 credits** including: Algebra 1 (1.0 credit); and Geometry (1.0 credit); and mathematics basic elective (1.0 credit)
Science	**3 credits** including: Biology 1 (1.0 credit); and science basic electives (2.0 credits)
• World Language (note 1) • Fine Arts (note 2) • Career and Technical Education / JROTC (note 3)	**2 credits** in one of the specified programs of study.
Physical Education (P.E.)	**1 credit** including Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit)
Health	**0.5 credit** in Health Today and Tomorrow
Personal Transition Plan	**0.5 credit**
Electives (Any Subject Area)	**6 credits**
TOTAL:	**24 credits**

**Or equivalent course.*

Notes:

1. Two credits in a single World Language. Credits must be taken in sequence with consecutive course numbers in the study of one language.
2. Two credits in a Fine Arts discipline: Visual Arts, Music, Drama or Dance. Credits do not need to be in a single discipline.
3. CTE: Two credits need to be in a single career pathway program of study sequence. JROTC: Two consecutive JROTC courses fulfill CTE two credits for diploma requirements.

Honors Recognition Certificate requirements

In addition to meeting the requirements for the Hawaii High School Diploma, students must attain a cumulative GPA of 3.0 or above to qualify for a honors recognition certificate in one or more of the honors described below.

- **Academic Honors:**
  - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level AND
  - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses AND
  - 2 credits minimum must be from AP/IB/Running Start courses (equivalent to credits for two college courses).
- **CTE Honors:**
  - Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).
    - Earn a B or better in each required program of study (coursework)
    - Meet or exceed proficiency on performance-based assessments for corresponding program of study
- **STEM Honors:**
  - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level AND
  - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses.
  - Successful completion of a STEM Capstone Project in one of the approved ACCN courses

Seal of Biliteracy

The Hawaii State Board of Education established a Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in both of the state's two official languages (English and Hawaiian) OR either of the state's two official languages and at least one additional language, including American Sign Language.

Grade Point Average

This cumulative grade point average applies to all graduates.
Cum Laude with a GPA of 3.0 to 3.5

- Magna Cum Laude with a GPA of 3.5+ to 3.8, and
- Summa Cum Laude with a GPA of 3.8+ and above.

Valedictorian designation
Graduating seniors will be declared valedictorian if the following criteria are met:

- GPA of 4.0; and
- Earned and met the requirements of one of the Honor Recognition Certificates.

Valedictorians will be named after the third quarter.

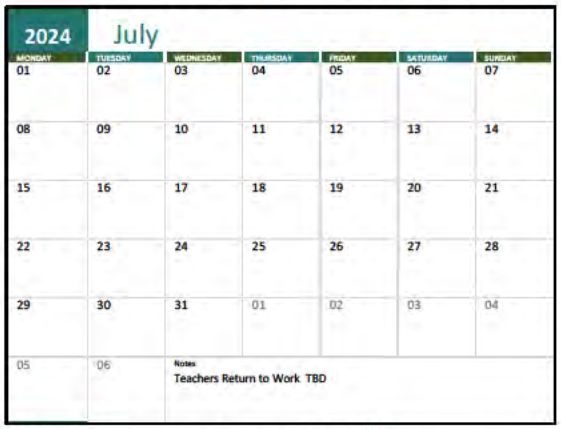
Commencement exercises
Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Hawaii State Department of Education. Students shall be permitted to participate in commencement if they:

1. meet the requirements for a diploma or a certificate;
2. have fulfilled their financial obligations; and
3. meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

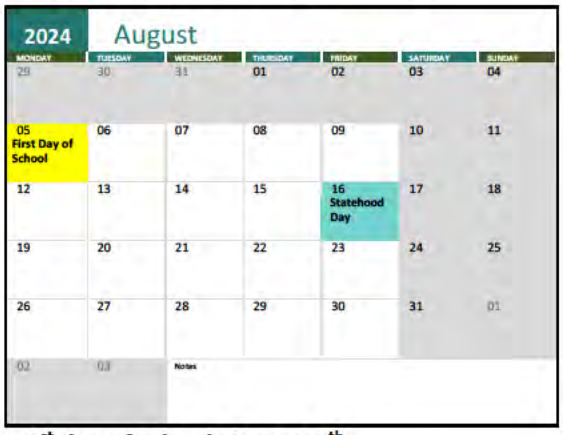
ATTACHMENT G
PROPOSED FIRST YEAR SCHOOL CALENDAR

Lima No'eau Career Academy

Proposed 180 - Day Academic Calendar for School Year 2024 – 2025*



Teachers return to work: TBD**



1st day of school: August 5th
Statehood Day: August 16th

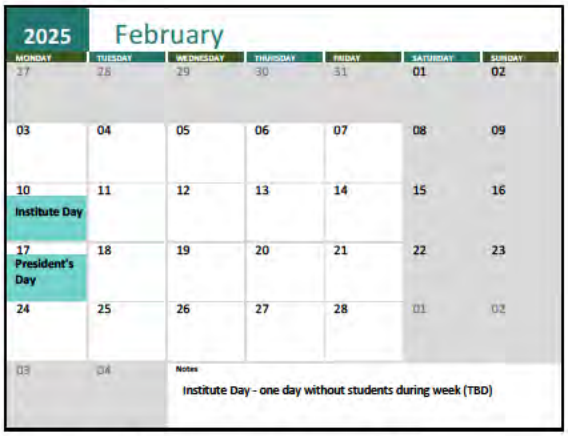
Labor Day: September 2nd

End of 1st Quarter (43 days): October 4th
Fall Break: October 7th – 11th

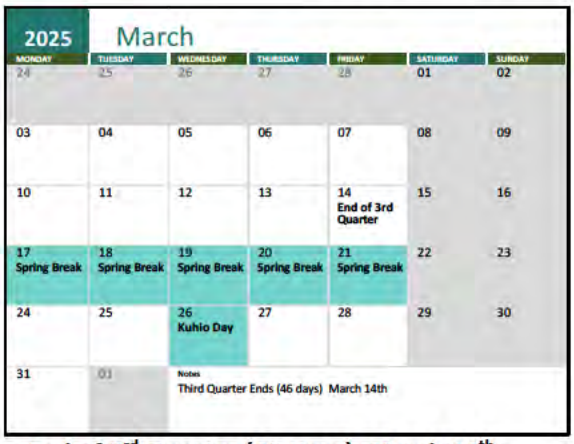
Election Day: November 5th
Veteran's Day: November 11th
Thanksgiving Break: November 27th-29th

End of 2nd Quarter (44 days): December 19th
Winter Break: December 19th – January 3rd

Teacher Work Day: January 6th
2nd Semester Begins: January 7th
Dr. Martin Luther King Jr. Day: January 20th

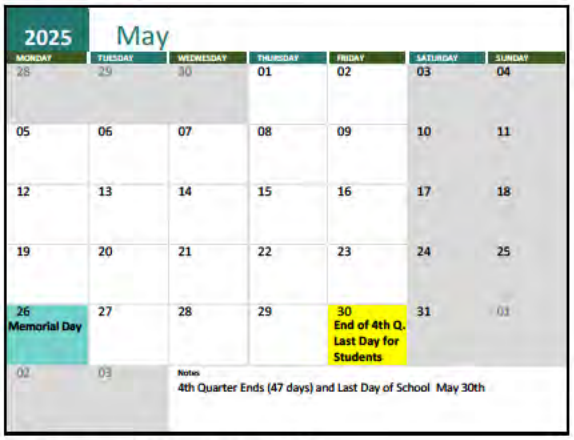


Institute Day: day of the week TBD
President's Day: February 17th



End of 3rd Quarter (46 Days): March 14th
Spring Break: March 17th – 21st
Kuhio Day: March 26th

Good Friday: April 18th



Memorial Day: May 26th
End of 4th Quarter (47 Days)
Last Day of School: May 30th

Instructional Hours for Proposed 180 Day Calendar

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Kindergarten	356	20	4
Grades 1 – 3	712	20	4
Grades 4 – 6	890	25	5
Grades 7 – 8	890	25	5
Grades 9 – 12	1068	30	6

**The proposed academic calendar will follow that of the Hawaii Department of Education's official school calendar once it is released and will be adjusted as necessary to maintain the 180 – day instructional days and yearly hours for students.*

***Teacher schedules will be adjusted appropriately for the 2024 – 2025 school year to comply with collective bargaining requirements pursuant to HRS Chapter 89, Collective Bargaining in Public Employment.*

Lima No'eau Career Academy
K-5 Student Schedules

ATTACHMENT H
DAILY AND WEEKLY SCHEDULE FOR EACH DIVISION

Key Program Components & Assurances

- Upload your beginning of year master schedule using the school submission portal.
- Does your plan include training and communication procedures for staff and students? Yes
- Does your plan align with the criteria outlined in the AEF? Yes
- How will you specifically monitor the proper execution of student schedules at your school? Teachers will be given the required instructional schedule that they will edit for their class using excel and outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

Communication and Training

At Back-to-School PD staff will be given the required instructional schedule outlining the requirements for teachers and students in each academic pathway. Teachers will communicate with students and LC's the importance of attending the required sessions based on their academic pathway. The schedule can be viewed in the OLS and viewing the daily plan.

Teachers will upload schedules in school wide OneNote.

Student schedules will be discussed with students/families during beginning of the year data conferences. During Meet the Teacher events and orientation sessions teachers will inform students/families of the homeroom sessions available to all students as well as the Monday Morning Meeting (K-2) and Fantastic Friday Focus (3-5). Live required sessions will be offered to students that are in need. These schedules will be emailed after testing is complete and added to the student's daily plan in the OLS.

Monitoring

Teachers will be given the required instructional schedule that they will edit for their class using excel and outlook. These schedules will be reviewed and verified by admin. Each semester admin will reflect on the effectiveness of the schedule and revise if needed prior to the new semester.

Walk throughs will be conducted on a consistent weekly basis to ensure that all classes are being held.

Attachment H

Advanced Student					
K-2	Monday	Tuesday	Wednesday	Thursday	Friday
8 00					
8:30					
9 00	Monday Morning Meeting/7mindse	HR Math	HR Reading	HR Math	HR Reading Comprehension
9:30	HR Writing				
10:00					Clubs HR Social Fun
10:30					
11:00	ALP/STEAM Opportunities				
11:30					
12:00	Lunch				
12:30					
1 00					
1:30				Science/History	
2 00					
2:30					
3 00					
3:30					
4 00					
4:30					

Advanced Student					
3-5th	Monday	Tuesday	Wednesday	Thursday	Friday
8 00					
8:30	HR Math	HR Math	HR Math	HR Math	Fantastic Friday Focus/7mindsets
9 00	Reteach math if needed				HR Math
9:30					HR ELA
10:00	HR ELA	HR ELA	HR ELA	HR ELA	Clubs HR Social Fun
10:30	Reteach if needed				
11:00					
11:30					
12:00	Lunch				
12:30					
1 00	ALP/STEAM Opportunities				
1:30					
2 00			Science/History		
2:30					
3 00					
3:30					
4 00					
4:30					

Proficient Student					
K-2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00	Monday Morning Meeting/7mindsets	HR Math	HR Reading	HR Math	HR Reading Comprehension
9:30	HR Writing				
10:00					Clubs HR Social Fun
10:30					
11:00					
11:30					
12:00	Lunch				
12:30					
1:00					
1:30				Science/History	
2:00					
2:30					
3:00					

Proficient Student					
3-5th	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30	HR Math	HR Math	HR Math	HR Math	Fantastic Friday Focus/7mindsets
9:00	Reteach math if needed				HR Math
9:30					HR ELA
10:00	HR ELA	HR ELA	HR ELA	HR ELA	Clubs HR Social Fun
10:30	Reteach if needed				
11:00					
11:30					
12:00	Lunch				
12:30					
1:00					
1:30					
2:00			Science/History		
2:30					
3:00					

Basic and Below Basic Student					
Kinder	Monday	Tuesday	Wednesday	Thursday	Friday
8 00					
8:30					
9 00	MMM/Math Fluency/7minds	HR -Math Group 1	HR -Math Group 1	HR - Reading Group 1	Reteach/Enrichment Grp 1
9:15	ets				
9:30					Reteach/Enrichment Grp 2
9:45					
10:00					Clubs HR Social Fun
10:15					
10:30	RH Group 1 - RH online	RH Group 1 - RH online	RH Group 1 - RH online	RH Group 1 - RH online	
10:45					
11:00					
11:15					
11:30					
11:45					
12:00	Lunch				
12:15					
12:30					
12:45					
1 00		Math Group		Math Group	
1:30				Science/History	
2 00					
2:30					
3 00					
3:30					
4 00					
4:30					

Basic and Below Basic Student					
1-2nd	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00	MMM/Math Fluency/7mind	HR - Writing Group 1	HR -Math Group 1	HR - Reading Group 1	Reading Comp Grp 1
9:15	sets				
9:30					Reading Comp Grp 2
9:45	RH Group 2 - RH online	RH Group 2 - RH online	RH Group 2- RH online	RH Group 2 - RH online	
10 00					Clubs HR Social Fun
10:15					
10:30					
10:45					
11 00					
11:15					
11:30					
11:45					
12 00	Lunch				
12:15					
12:30					
12:45					
1:00		Math Group		Math Group	
1:30				Science/History	
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					

Basic and Below Basic Student					
3-5th	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00					
8:30	Math- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				Fantastic Friday Focus/7mindsets
9:00	Reteach small groups based on OLS data from week prior				Math HR
9:15					
9:30	ELA- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				ELA HR
9:45					
10:00	Reading Horizons Groups				Clubs
10:15	Push to Reading Horizon's Online afterwards				HR Social Fun
10:30					
10:45					
11:00					
11:15					
11:30					
11:45					
12:00	Lunch				
12:30					
1:00					
1:30					
2:00			Science/History		
2:30					
3:00					

EL Student					
K-2	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00	EL Instruction				
8:30					
9:00	MMM/Math Fluency/7mindsets	HR -Math Group 1	HR -Math Group 1	HR - Reading Group 1	Reteach/Enrichment Grp 1
9:30					
10:00					Reteach/Enrichment Grp 2
10:30	RH Group 1 - RH online	RH Group 1 - RH online	RH Group 1 - RH online	RH Group 1 - RH online	
11:00					
11:30					
12:00	Lunch				
12:30					
1:00	Math Below Basic Instruction Push to Stride afterwards or fluency math practice				
1:30				Science/History	
2:00					
2:30					
3:00					

EL Student					
3-5th	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00					
8:30	Math- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				Fantastic Friday Focus/7mindsets
9:00	Reteach small groups based on OLS data from week prior				Math HR
9:30	ELA- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				ELA HR
10:00	Reading Horizons Groups Push to Reading Horizon's Online afterwards				Clubs HR Social Fun
10:30					
11:00					
11:30					
12:00	Lunch				
12:30					
1:00	EL Instruction				
1:30					
2:00			Science/History		
2:30					
3:00					

DI SE Students					
SE -DI	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8 00					
8:30					Fast Forward Friday
9 00	DI ELA				1-1 Lab
9:30	Standards Based Instruction- 60 minutes				Social/Fun Class
10 00	Reading Horizona Instruction- 30 minutes				Clubs
10:30	Reading Horizons Online- 30 minutes				HR Social Fun
11 00	DI Math				
11:30	Standards Based Instruction- 45-60 minutes				
12 00	Lunch				
12:30					
1 00					
1:30					
2 00					
2:30					
3 00					
3:30					
4 00					
4:30					

3-5 Resource SE Students					
SE - R	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8 00					
8:30	Math- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				Fantastic Friday Focus/7mindset
9 00	Reteach small groups based on OLS data from week prior				Math HR
9:30	Push to IXL math afterwards				
10 00	ELA- HR G1 Direct Inst -15 min direct instruction/ 15 min hands on activities				ELA HR
10:30					
11 00	Reading Horizons Groups				Clubs
11:30	Push to Reading Horizon's Online afterwards				HR Social Fun
12 00	Lunch				
12:30					
1 00	Resource Sessions				
1:30					
2 00					
2:30					
3 00					
3:30					
4 00					
4:30					

Attachment H

Lima No'eau Career Academy
Middle School Student Schedules

Student Schedules

Every school will provide each student with a clear and reliable schedule and verify that the student and family understand and adhere to the schedule.

Key Program Components & Assurances

- Does your plan include training and communication procedures for staff and students?
    - Schedule will be shared and explained during Back to School PD.
    - Teachers will have 5 options to choose from for their work schedule. They will have time during Back to School PD to fill in their own work schedule permitting for planning and instruction time.
    - Student schedules will be emailed before the start of school.
    - Plans in OMS classrooms will have all updated due dates and assignments before start of school for semester 1.
- Does your plan align with the criteria outlined in the AEF? Yes
- How will you specifically monitor the proper execution of student schedules at your school?
    - Teachers will post their work schedule in staff OneNote Notebook.
    - LMTs will regularly check for scheduled classes on Fridays.
    - Teachers monitor student attendance for sessions, following up with engagement tiers when needed. AA's will follow up on attendance during Data Compliance meetings once per month with each teacher.
    - Walk throughs will be conducted on a consistent weekly basis to ensure that all classes are being held.

Attachment H

Time	Monday			Tuesday			Wednesday			Thursday			Friday			
7:45													GE Classes are Reteach or Fun Day Friday			
8:00																
8:15	Homeroom			Homeroom			Homeroom			Homeroom			Homeroom			
8:30																
8:45	ELA/DI	Science	SEL Tier 3	ELA/DI	Science	SEL Tier 3	ELA/DI	Science	SEL Tier 3	ELA/DI	Science	SEL Tier 3	ELA/DI	Science		Math Team Data Meetings
9:00												Elective teachers: NWEA Ongoing Testing Session Math			Elective teachers: NWEA Ongoing Testing Session Reading	
9:15	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach					ELA Team Data Meetings
9:30	Math/DI	History		Math/DI	History		Math/DI	History		Math/DI	History		Math/DI	History		
9:45																
10:00	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach					
10:15	Break															
10:30	ELA/DI	Science		ELA/DI	Science		ELA/DI	Science		ELA/DI	Science		ELA/DI	Science		History Team Data Meetings
10:45																
11:00	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach					
11:15	Math/DI	History	Algebra & Algebra Honors	Math/DI	History	Algebra & Algebra Honors	Math/DI	History	Algebra & Algebra Honors	Math/DI	History	Algebra & Algebra Honors	Math/DI	History	Electives Team Data Meeting	Science Team Data Meetings
11:30																
11:45	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach					
12:00	Lunch Bunch with Advisors			Lunch Bunch with Advisors			Lunch Bunch with Advisors			Lunch Bunch with Advisors			Lunch Bunch with Advisors			Clubs
12:15																
12:30	ELA	Science	Resource Reading	ELA	Science	Resource Writing	ELA	Science	Resource Math	ELA	Science	SEL Tier 2	Transition Class			
12:45																
1:00	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Leadership Team Meeting			
1:15	Math	History		Math	History		Math	History		Math	History					
1:30			Accelerated Math 7						Accelerated Math 7							
1:45	Reteach	Reteach		Reteach	Reteach		Reteach	Reteach		Reteach	Reteach					
2:00	6th Grade Electives	All Help Lab		7th Grade Electives	GE Help Lab		8th Grade Electives	All Help Lab		PD time			Review roles and responsibilities, some tasks include: Grading and Gradebook, Monthly HR video updates, Progress Monitoring, Data Analysis, and		Electives	
2:15																
2:30																
2:45																
3:00	One on Ones			One on Ones		ELA DI Session 1	One On Ones		Math DI Session 1							
3:15																
3:30						ELA DI Session 2			Math DI Session 2							
3:45																

Attachment H

Lima No'eau Career Academy
High School Student Schedules

Beginning of the Year (Start Up) Master Schedule is communicated to students to start the new school year strong. The Master Instruction Schedule is communicated to help students/families plan for live instruction sessions.

Start Up Schedule for Students:

July 19	July 20	July 21	July 22	July 23
Back to School Welcome Event 1:00- 9th, 11th 2:30- 10th, 12th	Back to School Welcome Event	Back to School Welcome Event	New Student Academy	New Student Academy
July 26	**July 27**	**July 28**	**July 29**	**July 30**
1:1 Connection Back to School Welcome Event	1:1 Connection Back to School Welcome Event	1:1 Connection Back to School Welcome Event	1:1 Connection Freshmen Academy w/Students Mentors	1:1 Connection Live Orientation welcome sessions by grade level 9:00 9th grade 10:00 10th, 11th, 12th grades

Aug 2	Aug 3	Aug 4 FIRST DAY OF SCHOOL!!!	Aug 5	Aug 6
Live Orientation welcome sessions by grade level 9:00 9th grade 10:00 10th, 11th, 12th grades LC Orientation 3:30 LC Meet and Greet 4:00	Live Orientation welcome sessions by grade level 9:00 9th grade 10:00 10th, 11th, 12th grades Meet the Staff 6:00	Welcome Assembly 9:00am IOL Orientation by GL 10:00am Students work on IOL Q&A sessions 4:00	Course Orientations 9:00 History 10:00 Math 11:00 English 12:00 Electives 1:00 Electives 2:00 Science Meet your Classmates 3:30 Q&A sessions 4:00	Course Orientations 9:00 History 10:00 NWEA Math 11:00 NWEA English 12:00 Electives 1:00 Electives 2:00 Science Club Intro and Sign Ups 3:30 Q&A Sessions 4:00

Aug 9	Aug 10	Aug 11	Aug 12	Aug 13
NWEA Benchmarks Math-all hands 9:00 and 1:00 start time Q&A sessions	NWEA Benchmarks English- all hands 9:00 and 1:00 start time Q&A sessions	History, Science, AZVA Experience Content begins Math, English, Electives live sessions NWEA make up		
Aug 16	**Aug 17**	**Aug 18**	**Aug 19**	**Aug 20**
Electives Content begins Daily Live sessions Math and English NWEA Make up				
Aug 23	**Aug 24**	**Aug 25**	**Aug 26**	**Aug 27**
Math and English Content begins NWEA Make up				

Master Instruction Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	open office Electives SE SEL	open office Electives SE SEL	open office Electives SE SEL	open office Electives SE SEL	open office Electives SE SEL
8:30-9:20	English Group 1 Math Group 2 DI English	English Group 1 Math Group 2 DI English	English Group 1 Math Group 2 DI English	English Group 1 Math Group 2 DI english	English Group 1 Math Group 2 DI English
9:30-10:20	Science Group 1 AZVA Exp/History Group 2	Science Group 1 AZVA Exp/History Group 2	Science Group 1 AZVA Exp/History Group 2	Science Group 1 AZVA Exp/History Group 2	Science Group 1 AZVA Exp/History Group 2
10:30-11:20	Math Group 1 English Group 2 DI Math	Math Group 1 English Group 2 DI Math	Math Group 1 English Group 2 DI Math	Math Group 1 English Group 2 DI Math	Math Group 1 English Group 2 DI Math
11:30-12:20	Science Group 2 AZVA Exp/History Group 1	Science Group 2 AZVA Exp/History Group 1	Science Group 2 AZVA Exp/ History Group 1	Science Group 2 AZVA Exp/History Group 1	Science Group 2 AZVA Exp/History Group 1

12:30-1:30	Resource ELA 9 DI Math	Resource ELA 10 DI Math	Resource ELA Am Lit DI Math	Resource ELA Brit Lit DI Math	Clubs-2/mo Counseling-2/mo
12:30-1:00	Electives	Electives	Electives	Electives	
1:00-1:30	Electives	Electives	Electives	Electives	
1:30-2:30	Resource Geometry DI English	Resource Algebra 1 DI English	Resource Consumer Math DI English	Resource Algebra 2 DI English	
1:30-2:00	Electives	Electives	Electives	Electives	7 Mindsets
2:00-2:30	Electives	Electives	Electives	**2:00-4:00 VPD** 1x per month **Department PLC Time** -1x per month	Electives
2:30-3:30	DI Math	DI Math	DI Math		DI Math
2:30-3:00	Targeted Instruction Student Support	Targeted Instruction Student Support	Targeted Instruction Student Support		Targeted Instruction Student Support
3:00-3:30	Targeted Instruction Student Support	Targeted Instruction Student Support	Targeted Instruction Student Support		Targeted Instruction Student Support
3:30-400	Open Office	Open Office	Open Office		Open Office

Training and communication:

- All staff trained at Professional Development:
  - Start up plan
  - Start up plan expectations and follow up
  - Master Instruction Schedule with examples and creation of individual schedules
  - Follow up email to all staff regarding plan with details
- Communication to students:
  - Welcome emails and video from Principal
  - Welcome emails from Teachers, Advisors, Counselors
  - Announcements in OHS courses
  - Presentation at Welcome Assembly and Orientation sessions
  - Letter mailed home prior to start of school

Monitoring the proper execution of student schedules

- Start-up Schedule:
    - Asynchronous Course checks for Announcements in the OHS courses
    - Staff notes in TV: staff save welcome email as a note
    - Schedule slides for all to add to Orientation slides
- Master Instruction Schedule
    - Class Connects scheduled
    - Admin will check CC invites to be sure that all teachers are teaching daily and setting up courses correctly.
    - Walk throughs, Informals, Formals
    - Administrators will be conducting walk throughs and Informals.

ATTACHMENT I
TYPICAL SCHOOL DAY (STUDENT)

A Day in the Life of a High School Student - - Visual Arts Pathway
While the example below is characteristic of the *type* of day a high school student may have, there will be no such thing as a "typical day" as the structure and framework of Lima No'eau Career Academy will be intentionally fluid to mimic a realistic work environment.

8:00 am – Digital Arts: Sarah is about to begin a group project in her Digital Arts course. Her class meets in Newrow to kickoff the project with a discussion of how art and imagery can motivate people to action. Sarah's team will design promotional materials for the 25th annual Sycamore Springs Earth Day Festival, a four-day event with live music, art installments, food trucks, and environmental education activities that attracts thousands of visitors from all over the country. The materials must capture the heart of the festival and inspire people to act in support of the global environmental movement. Each group will design t-shirts, posters, flyers, and web banner advertisements with continuity and a theme. Sarah's teachers have collaborated on the project design to incorporate subject area standards such as Hawaii's English Language Arts and Fine Arts. Other areas they considered were earth science and/or social studies.

Teams must present their projects to the festival committee in 5 weeks (most career projects last 4 – 6 weeks). Sarah and her classmates spend time setting up a group working area in Microsoft Teams and making plans for the research and work tasks. Microsoft Teams allows live collaboration in class as well as outside live Newrow sessions.

Next, Sarah and her team complete initial project activities such as defining the challenge, creating a list of what they know already and need to find out, and deciding how to get started. Their next steps are to research where most participants live; the history of Earth Day; common words and imagery associated with Earth Day; and what makes Sycamore Springs a special town that could attract visitors. They agree to complete the research within 3 days, before the entire class interviews a professional graphic designer. The interview will take place live via the Nepris platform, a virtual network that connects business, industry, and government to classrooms to bring real-world relevance and career exploration to students.

9:30 am - Algebra: After the Digital Arts project kickoff, Sarah attends a small group Class Connect session. Her teacher noticed via online assessments that a few students are struggling with graphing algebraic equations. The class is synchronous, and Sarah's teacher leads a small group in the necessary steps. Sarah has an "aha" moment and really gets it. The teacher assigns a post-class assessment to check that all students grasped the material.

10:30 am - Break: Sarah has an hour break before her live American Literature class. She grabs a snack, chats with her father about her new project, and spends 30 minutes reading The House on Mango Street by Sandra Cisneros.

11:30 am – American Literature: Sarah attends a live Class Connect session where her American Literature teacher leads a discussion about The House on Mango Street. Afterwards, her teacher assigns a new group project: explore the culture of Mexico. Sarah's team will create a presentation using Microsoft tools that highlights three famous Mexican scientists or mathematicians; includes regional details about the people, customs, courtesies, and lifestyle of the people of Mexico; presents a regional

recipe; and discusses how this new knowledge about Mexico has changed or reinforced their understanding of Esperanza and the other characters in The House on Mango Street.
12:30 pm – Independent Study: After American Literature, Sarah logs in to the Learning Management System and checks her dashboard. She sees she must catch up in her Chemistry class before a synchronous session tomorrow. She completes the work, learning about chemical bonding and reactions and works on an online lab about precipitation reactions with salt.

1:30 pm –Project Check In: After lunch, Sarah checks in on her Digital Arts project team in Microsoft Teams. She sees one group member from her Digital Arts course has already started researching the history of Earth Day. Surprised the holiday only dates to 1970, Sarah follows up with more research, finding a short 1970 CBS news special about the first Earth Day. She adds an idea to the group chat about using colors from the Earth Day icon in the broadcast in their design. Her teammate responds with excitement and adds a few more ideas.

2:30 pm – Digital Photography: Sarah finishes the day in her Digital Photography elective course. She notices lessons that cover natural light in photographs. She wonders if outdoor photos could be used in the Sycamore Earth Day Festival materials. She takes notes about how lighting is influenced by the angle of the sun's light during different times of the day and night and learns about the Golden Hour, just after sunrise or right before sunset.

5:45 pm – Sara snaps a few photos during the Golden Hour and uploads them to the files area in Microsoft Teams. "Hey team!" she says. "Check out these photos I took today – I wonder if we can use them for ideas for our promotions!" She plans to discuss them with her group as part of their research on common words and imagery associated with Earth Day.

Working on authentic projects enables the School to reflect real-life work environments and teach students how to manage time, work with others, and balance resources. Sarah's teachers teach student collaboration, communication, and project management skills right along with course content. Student collaboration is taught, modeled, assessed, and practiced in a safe and secure environment. The teacher monitors and can step in when there are challenges in peer-to-peer interactions and use them as learning opportunities.

Lima No'eau students will have scheduled meeting times for various classes which will usually take place on the Newrow platform in which teams can work together with teachers present. Students will also be expected to meet independently with their team members using Microsoft Teams while teachers are monitoring. Students will be taught – and have ample opportunity to practice – proper online etiquette and communication skills.

This project-based approach will be used in all grade levels and content areas where it is appropriate. All projects are designed from state, national, and/or industry (for career education courses) standards and with the age and readiness of the learners in mind. Oftentimes the youngest students are some of the best project-based learners as they are unaware of limitations.

Attachment J

Typical Day of a Teacher - Science

ATTACHMENT J
TYPICAL SCHOOL DAY (TEACHER)

Time	Task
7:30am	Check Email from staff and students and check the plan for the day.
8:00am	Grade papers and send emails about missing work and revisions.
8:30am	Teach Chemistry
9:00am	
9:30am	Small Group/One on One help time with students
10:00am	Calls to students; reminders for missing work and also kudos and check ins; set up small groups and help sessions based on calls to students.
10:30am	
11:00am	
11:30am	Brain Break/Lunch
12:00pm	Teach Agriculture Class
12:30pm	
1:00pm	Teach Agribusiness class
1:30pm	
2:00pm	Calls to students missing class and to check in; set up small groups and help sessions to students based on calls; Check in with teachers and collaborations
2:30pm	
3:00pm	
3:30pm	
4:00pm	Check Email from staff and students and check the plan for the day. Make a to do list.
4:30pm	Grade papers and send emails about missing work and revisions.
5:00pm	Data
Before the end of the day	Prep classes and activities for the following day (Lab supplies, demonstrations); finish any remaining one off tasks, make to do list for the next day.

ATTACHMENT K
ENROLLMENT POLICY

Enrollment and Lottery Policy

Adopted:

Purpose
To provide guidelines on appropriate procedures on enrollment and lottery processes.

Policy
In regard to applications, enrollment, and lottery procedures, Lima No'eau Career Academy (the "School") shall follow all state and federal laws and guidelines.

General Information

The School's website shall provide the following enrollment information: (i) a description of the procedures for applying for admission to the School; (ii) the opening date or the School's calendar; (iii) a description of how a student may re-enroll in the School or transfer from the School to another charter school or district school; and (iv) explanation of applicable preadmission activities for students or parents/guardians.

For each enrollment period during which the School accepts applications from students, the School shall publicize that it is accepting applications on the School website.

Lottery

For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, the School shall conduct a lottery to determine which students will be admitted to the School. The School shall conduct its lottery electronically and notify accepted students via e-mail or telephone.

In compliance with federal and state law including federal civil rights laws and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Lima No'eau Career Academy will not discriminate against any student or limit admission to enroll based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English Language, need for special education services, or academic or athletic ability and will be open to any student residing in the state. Specifically, the School shall not request any student data of applicants other than their name, grade level, and parent contact information prior to the lottery. If the number of students who submit an application exceeds the capacity of a program, class, or grade level, Lima No'eau Career Academy shall select students through a public lottery. Consistent with HRS §302D-34, enrollment preference will be given to students enrolled in the charter school during the previous school year and to siblings of students already enrolled at the charter school. All other applicants will be enrolled on a first come, first served basis.

The School's lottery shall be conducted immediately following the close of the enrollment period each year with additional lotteries held periodically as needed until the desired enrollment numbers are

reached. The School may, at the discretion of the School Director, continue to enroll waitlisted students from the lottery throughout the school year to fill spots left open when students withdraw.

Past Disciplinary Issues

Parents of students seeking admission to the School shall disclose to the School information about their students' past serious disciplinary actions and criminal convictions. If this information is not disclosed in connection with a student's application for enrollment in the School and is discovered after the student is enrolled in the School, the student shall be immediately suspended until the School's administration investigates the matter and reaches a final disciplinary decision in accordance with School policy. Situations involving students receiving special education and related services under the IDEA shall be handled in a manner consistent with applicable laws and School policy.

ATTACHMENT L
STUDENT DISCIPLINE POLICY

The draft policy below is adapted from the DreamHouse 'Ewa Beach Public Charter School's Student Conduct/Discipline Policy (https://www.dreamhouseewabeach.org/parents-students#calendar). Lima No'eau Career Academy's Governing Board will adopt a Student Discipline Policy with applicable revisions as needed.

STUDENT DISCIPLINE POLICY

At all times, the school will diligently adhere to (1) Hawaii Administrative Rules Title 8, Department of Education, Subtitle 2, Education Part 1, Public Schools, Chapter 19 and (2) Hawai'i Board of Education Policy 101-7, which each concern student conduct, discipline, and overall school climate.

The policies that follow are in addition to these Rules and Policies, and do not supersede, in any way, the legality in such Rules and Policies.

PHILOSOPHY

A culture of clear, high expectations for all students, supported by strong school leadership, class and positive behavior management, modeling, and grounded in effective understanding of identity and partnerships with families and community will cultivate positive student behavior and support a safe, orderly school climate aligned to academic goals, identity and leadership development, and respect for each other. Stakeholders will collectively set climate goals to maintain this culture and environment aligned to Hawai'i Board of Education Policy 101-7.

HAWAI'I BOE POLICY 101-7: SCHOOL CLIMATE AND DISCIPLINE

Schools shall create an environment where all members are respected, welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. When a school's data indicate significant concerns regarding school climate and discipline, the school shall develop school climate goals and take actions to improve school climate.

Hawaii Administrative Rules Title 8, Department of Education, Subtitle 2, Education Part 1, Public Schools, Chapter 19 ("Chapter 19") provides the framework for addressing student discipline: student misconduct, discipline, school search and seizures, reporting offenses, policy interviews and arrests, and restitution for vandalism. As stated in Chapter 19, "The purpose of school-administered discipline is to:

(1) Promote and maintain a safe and secure educational environment;
(2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
(3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
(4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted."

In view of the essential link between instructional time and academic achievement, schools shall strive to keep students in school, in the classroom, and engaged in learning to the greatest extent possible. Students who are removed from class shall be provided with appropriate academic instruction and behavioral supports. The administrator with discretion and authority to effect an off-campus suspension shall, consistent with Chapter 19, balance the long-term best interests of the student against overall campus safety concerns. Such determination shall be documented in writing, consistent with the requirements of Chapter 19.

Attachment L

Rationale: A critical component of a strong and positive climate is a schoolwide discipline policy that honors the civil rights of our students, sets high expectations for behavior and provides clear, developmentally appropriate, and proportional consequences for misbehavior.

POLICY

Our policy for high expectations and accountability is grounded in our vision for empowering homegrown leaders committed to affecting positive change in our island community. In addition, we believe that expectations, adult modeling and support, and family engagement are key pillars to student behavior and actions.

Our pedagogy is as follows: we give ample opportunity for corrective action and strategic response versus punitive and reactionary measures, and we put strategic layers of structure and support in between a breach of policy and separation (i.e. suspension or dismissal).

The following offers a procedural narrative to our philosophy and policy:

(1) *Enrollment & Onboarding Clarity* – expectations, culture, and school policies are clearly and effectively communicated to parents/guardians and children;

(2) *Individual Learning & Development Plan (ILDP)* – students, parents/guardians, and school staff will engage in conversations around the expectations and accountability that develop and support a safe school culture and environment;

(3) *Breach of Culture* – if a student breaches the culture and expectations of the school, it will be clearly identified and documented; the student, and depending on the severity the parents/family and potentially other staff (depending on sensitivity) will be notified. Clear documentation and assessment of circumstances will be logged (aligned with Hawai‘i Administrative Rules Title 8 - DOE, Education, Public Schools, Chapter 18).

(4) *Restorative Approach*--we will give students the opportunity to reflect and narrate corrective action and culture-supporting behavior;
   a. First and foremost, open dialogue and engagement in the issue from a proactive and solutions-oriented conversation with stakeholders;
   b. Next, individual reflection and potential learning and development opportunities that would address gap areas in understanding and action;
   c. Finally, addressing the harm through the form of an apology or ask for forgiveness and reconciliation and seeking to remedy the situation.

(5) *Accountability* – this step would come after the restorative action if either a) a student’s breach of culture or action results in an accountability measure which could include an identified response, or b) the student did not choose to narrate the corrective, culture-supporting action.
   a. If Board of Education Policy or Hawai‘i Revised Statute dictates a legal, mandatory response to an action, an accountability (responsive) action must be taken;
   b. If student decides (a) not to engage in a solutions-oriented conversation, (b) not to reflect, and (c) not to address and seek to remedy the harm caused, then the student would bypass the restorative opportunity and move towards accountability, and ultimately separation from the school setting.

(6) *Separation* – lastly, separation from school - in the form of suspension, dismissal, and crisis removal - would be the last action (unless of course it is legally warranted given its severity or alignment with Chapter 18). We do not support immediate punitive or reactionary behavior management, which is why a culture of clear expectations, strong modeling and support from adults, restorative and corrective action opportunities, and lastly measures to hold students accountable for breaches or actions come before this separation stage.

Separation actions and terms will be set in accordance with Board of Education Policy and Hawai‘i Revised Statute (State Law) and in coordination with school authorities,

parents/guardians, and the student. In addition, suspensions of more than 10 days will require additional due process requirements.

Please note: if at any time a student action qualifies as a classified offense as outlined in the Hawaii Administrative Rules or Board of Education Policies, required and legal action associated with the action or offense will result.

CODE OF CONDUCT

Based off our philosophy and general policy around holding high expectations and holding accountable those involved with breaches of culture, we envision the following code of conduct.

The Code:

"Respect, reflect, represent"

- I will respect and honor the voices, stories, and lives of others at all times;
- I will reflect on my actions and ensure they are aligned to a ethnical, moral code;
- I will represent myself and my community with belief and pride and take ownership and pride in everything that I say and do.
- I am part of a larger team and I will support myself and others in reaching our fullest potential;

PROCEDURAL DUE PROCESS

Procedural due process for all students is aligned to the protocol listed in Part A with regard to our policy grounded in expectations, opportunity for corrective action, accountability response, and potential separation or legal response.

Aligned to the Individuals with Disabilities Education Act (IDEA) and the Free and Appropriate Public Education (FAPE) act, we will support and honor the individual needs and circumstances of each child, maintaining our vision for a safe, productive learning environment, and engaging community, complex, and state partners as necessary.

We will design educational experiences that engage students in their least restrictive environment (IDEA, Sec. 613), may require additional data to support corrective action and response if necessary, and may include specific supports and protocols in students' Individualized Education Plans (IEPs) (to be determined on a case-by-case basis).

APPEAL PROCESS

Within three days of receiving notice of an accountability or separation action, the student or student's parent(s) or guardian(s) may request a hearing. If a hearing is granted, the school governing board will convene a disciplinary hearing within ten school days of receipt of the request to hear the appeal.

If a disciplinary hearing is requested, the student may attend school pending the hearing unless the school leader finds the continued presence of the student creates a substantial risk (1) of harm to himself or herself, (2) of harm to students or school personnel, or (3) to the rights of other students to pursue an education free from unreasonable disruption. Two or more members of the school board, but less than a quorum, must be present to conduct the disciplinary hearing. A school board member must preside over the hearing. The board may elect to designate additional panel members. Written notice of the outcome of the hearing will be sent by mail or in person to the student's parent(s) or guardian(s) within three school days of the hearing.

ATTACHMENT M
EVIDENCE OF SUPPORT FROM COMMUNITY MEMBERS

LOCAL #1 HI. IUBAC

International Union of Bricklayers and Allied Craftworkers Local #1 of Hawaii

[redacted]

January 19, 2022

Yvonne Lau, Interim Executive Director
State Public Charter School Commission
1164 Bishop Street, Suite 1100
Honolulu, HI 96813

Dear Ms. Lau,

The International Union of Bricklayers and Allied Craftworkers Local #1 of Hawaii supports the application for a new Charter School as was submitted by Leaders for Hawaii's Future (LFHF). Their Charter School will be focusing on career readiness and vocational education in a variety of industries, including the construction industry.

Our union has always been a supporter of making sure that Hawaii's young people are ready to enter our workforce, and we see vocational programs as a way that they can gain critical skills to be able to make a middle-class living for themselves and their families.

Our members and the contractors who employ them do high-quality, high-finish work with stone, marble, terrazzo, and tile materials, as well as cement and concrete. This type of work requires diligent attention to detail, ability to follow written and verbal directions, collaborative communication skills, and problem-solving ability. In addition, our members must have a strong grasp on spatial awareness, geometry, arithmetic, and more.

The charter school being proposed by LFHF will focus on ensuring that students have these skills and are ready to enter our local workforce when they graduate. The charter school being proposed by LFHF will provide an alternative for students who wouldn't otherwise have opportunities to pursue a vocational and career-focused curriculum in a traditional school setting.

In closing, we are pleased to support the application put forward by LFHF and ask for your support for their proposal for a new Charter School.

Mahalo,

Melvin P. Silva, Jr.
Business Manager/Financial Secretary-Treasurer

January 19, 2022

Ms. Yvonne Lau, Interim Executive Director
State Public Charter School Commission
1164 Bishop Street, Suite 1100
Honolulu, HI 96813

Dear Ms. Lau,

Pacific Resource Partnership (PRP) writes to support the application for a new Charter School submitted by Leaders For Hawaii's Future (LFHF), which intends to focus on career readiness and vocational education in a variety of industries, including construction, health care, and others.

PRP is a non-profit market recovery trust fund of the Hawaii Regional Council of Carpenters which represents approximately 7,000 men and women union carpenters and 240 large and small contractors. We support vocational programs in our public schools, which play a crucial role in developing a job-ready workforce in the construction industry and other critical fields.

Being a sponsor of Construction Career Days, we see first-hand how receptive students are to having more options through career-and-vocationally-focused Charter Schools like the one planned by LFHF. This type of school will help to ensure that graduates are well-prepared for life after high school, and will help to meet the needs of diverse and nontraditional learners throughout the state as well.

In summary, we are pleased to support their application and ask for your favorable action on their proposal for a new Charter School in the state.

Respectfully,

[redacted]

Kyle Chock
Interim Executive Director

PRP
THE POWER OF PARTNERSHIP
WWW.PRP-HAWAII.COM
PHONE → [redacted]
TWITTER: @PRPHAWAII
WWW.FACEBOOK.COM/PACIFICRESOURCEPARTNERSHIP

Gerard C. Gibson
President
Hawai`i Hotel Alliance

January 26, 2022

Yvonne Lau, Interim Executive Director
State Public Charter School Commission
1164 Bishop Street, Suite 1100
Honolulu, HI 96813

Dear Ms. Lau,

The Hawai`i Hotel Alliance is pleased to support the application for a new Charter School submitted by Leaders For Hawaii's Future (LFHF), which plans to offer students innovative new programs in a variety of pathways including Travel Industry Management. The Hawai`i Hotel Alliance represents most of the major brands with over 29,000 hotel rooms throughout the state.

We strongly agree with the assessment of the Hawai`i Tourism Authority that "a skilled and competitive workforce is essential for a successful visitor destination," and that "sustaining tourism success depends on the young people of Hawai`i helping carry the industry forward and becoming the next generation of leaders."

Workers throughout Hawai`i's travel industry need to have strong workplace skills such as written and verbal communication, foreign language ability, problem-solving and creativity, collaboration and teamwork, and cultural sensitivity. Additionally, for higher-paid and more demanding management positions, a strong grasp on mathematics, computer literacy, and attention to detail are required. If our students do not acquire these skills throughout their formative primary and secondary education years, it will be very difficult for them to succeed and help to carry our local economy forward.

Therefore, we believe that educational programs matched to workforce needs, like those proposed by Leaders for Hawai`i's Future, are critical to ensure that Hawai`i's tourism industry can remain competitive.

We support their application and look forward to seeing them succeed as they move on through the approval and opening process.

Mahalo,

[redacted]

Gerard C. Gibson
President, Hawaii Hotel Alliance

HAWAI'I HOTEL
ALLIANCE

ATTACHMENT N
SCHOOL DIRECTOR INFORMATION

A proposed School Director for Lima No'eau Career Academy is to be determined. Please see Attachment O for the School Director's job description and timeline, criteria, and recruiting and selection process for hiring the School Director.

ATTACHMENT O
SCHOOL DIRECTOR JOB DESCRIPTION

Job Title: School Director
School: Lima No'eau Career Academy

SUMMARY*:* The School Director serves as the executive officer for the School overseeing development and supervision of all School programs, business strategies, budget and academics. With a strong focus on customer relationships, this role is an ambassador for the School with the community and civic groups and ensures compliance with the requirements of federal, state, and local agencies.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Serve as the executive officer of the School, administering the development and sustainment of a positive educational program designed to foster student achievement, as well as effectively balance responsibilities with mission-oriented values;
- Work with the Governing Board to develop the School budget, forecasting and work force planning; create organizational structures, and allocate capital and people resources to achieve the School's goals;
- Make appropriate financial, operational, and resource allocations to achieve short- and long-term financial goals;
- Oversee all business decisions within the School to ensure outcomes are achieved;
- Create a strong, trusting relationship with the Governing Board, ensure compliance with contract requirements, and provide advice on policies, programs and innovative solutions;
- Proactively make business decisions based on knowledge of education industry, political and regulatory environment, technology, and financial trends;
- Guide and empower School academic leaders in supervision of staff related to teaching and academic outcomes;
- Use market, School, and organizational performance data to Identify opportunities to improve results.

SUPERVISORY RESPONSIBILITIES: Directly supervises full-time equivalent (FTE) and part-time employees and/or contractors. Carries out supervisory responsibilities in accordance with the School's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

REQUIRED QUALIFICATIONS:

- Bachelor's degree in relevant field AND
- Ten (10) years of related professional experience AND
- Five (5) years of leadership OR
- Equivalent combination of education and experience
- Demonstrated leadership, management, interpersonal relations and communication skills.
- Proven business experience and acumen.
- Owner of a line of business or school budget.
- Experience building a leadership team of top talent and creating an environment that supports active listening and willingness to share different viewpoints.
- Successful creation of strategic partnerships that enable growth.

- MS 365; Web proficiency.
- Ability to travel 25% of the time
- Ability to clear required background check

DESIRED QUALIFICATIONS:

- Experience leading a remote team
- Master's degree or MBA

Certificates and Licenses: Valid appropriate state administrative license as required.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This is an office-based position. The noise level in the office is usually moderate (computers, printers, light foot traffic).

The above job is <u>not</u> intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

MS

Megan Sandoval

[redacted]

PROFESSIONAL SUMMARY

Experienced, effective, and charismatic leader with twenty years of transformational public education and business leadership experience; Proven track record of **building organizational excellence** and igniting **innovation and growth**; Passionate **advocate for education options for all learners**; Leader in the use of technology to **transform teaching and learning**; Exceptional **interpersonal and communication skills** with **High Emotional intelligence**; Expertise in **building team capacity** to achieve goals collaboratively; Highly **adaptive to organizational change** management.

EDUCATION

M.Ed. Educational Leadership with a Business Administration Focus, LEE Program
Arizona State University, Phoenix, AZ, [redacted]
Post-Baccalaureate Secondary Education
Canisius College, Buffalo, NY, [redacted]
B.A. History and English
SUNY Geneseo, Geneseo, NY, [redacted]

PROFESSIONAL EXPERIENCE

Stride/K12, Inc. Herndon, VA **2007 – Present**

Senior Vice President/General Manager, School Services, 2016 – Present

- Lead and oversee all aspects of 21 blended and online schools across ten western states including career and technical high school programs with revenue responsibility of approximately $600 million; Provide strategic guidance to regional and school-based leaders with a focus on innovation and various performance outcomes; Oversee implementation, management and evaluation of annual school improvement process; Nurture and cultivate relationships with 501c3 school boards and District leaders to identify risks and provide innovative solutions; Develop strategies for growth and optimization of managed public schools; Effectively collaborate and build partnerships across the organization to ensure aligned efforts in support of school innovation, performance, and growth.

Vice President, School Services, 2015 – 2016

- Designed, developed, and oversaw implementation of the company's Students First Initiative, recommended after consultation with McKinsey and Co. to improve student and school outcomes. Ran three unique pilot programs in 18 schools, which eventually expanded to 50+ schools in year two after successful results. Managed and led a team of 20 directly but was responsible for matrixed leadership to successfully lead a team of hundreds towards improved student retention, satisfaction, and academic results, all of which were accomplished.

Vice President, School Services, 2012 – 2015

- Assisted Senior Vice President in the leadership and management of 9 K^{12} schools in eight Southern states; Led efforts to open 2 new schools in North and South Carolina; Responsible for school turn around in Tennessee and Louisiana schools; Hired, trained, developed, managed, and evaluated Heads of School; Created and ran regional leadership development program; Evaluated existing and created

new educational designs for schools to improve student achievement; Helped oversee and support all staff within the schools to ensure high quality implementation of K[12] curriculum plans, process and policies, instructional guidelines, and operational efficiencies; Supported school leaders in effective and efficient budget management; Helped determine regional priorities and manage the regional team (Academics, Operations, Finance, Technology, Special Programs.) to achieve deliverables and goals.

Senior Director/Head of School, Arizona Virtual Academy and Arizona Insight Academy, 2009– 2012

- Instructional and Business Leader for Arizona Virtual Academy and Arizona Insight Academy for three full academic years; Developed, opened, and managed 19 blended learning sites across Arizona in partnership with the YMCA; Successfully opened a second school- Insight Academy of Arizona, an alternative accountability school; Created policies and procedures aligned with Arizona statute and K[12] practices for performance management, succession planning, and school staffing; Maintained close relationships with charter partner, the Governing Body, and the authorizer; Oversaw school budgets and forecasting to meet financial obligations and goals; Promoted the school in the community and developed relationships within the charter school network (member of Arizona Charter School Association Advisory Panel); Represented AZVA at various state, charter, and legislative meetings and events; Ensured proper management and compliance with state and federal reporting; Led AZVA successfully through the charter renewal process with the Arizona State Charter Board.

High School Principal, Arizona Virtual Academy, 2007-2009

- Leader for growing virtual high school program in all instructional and operational activities; Monitored classroom teaching, activity, and student progress; Researched and solved instructional issues and complaints; Motivated and coached instructional staff on best teaching practices; Ensured compliance with state and federal laws, policies, and programs; Worked collaboratively as part of an administrative team for AZVA and K[12] programs; Led successful NCAA accreditation process; Member of school accreditation team to achieve AdvancEd accreditation status.

PRIMAVERA ONLINE SCHOOL, Chandler, AZ **2005 – 2007**

Principal

- Principal for a large, statewide virtual high school program; Hired and trained full-time and adjunct teaching staff; Developed an adjunct teaching policy and created training and a professional development program; Supervised Special Education, 504, ELL programs and grants; Worked with curriculum and technology teams to ensure quality education and customer service

DEER VALLEY CHARTER HIGH SCHOOL, Phoenix, AZ **2003 – 2005**

Teacher and Teacher on Assignment

- English/Social Studies teacher for credit deficient students; Developed curriculum for AIMS Prep. and Military History courses; Created and ran the Cultural Activities and Events Club; Worked on special assignments including student assessment, course placement, and graduation plans.

PHOENIX ELEMENTARY DISTRICT #1, Phoenix, AZ **1999-2003**

Teacher and Lead Teacher

- 7th and 8th Grade Teacher. Guided five teachers and managed 150 students as team lead. Developed and facilitated a summer school geography based Social Studies program. Chaired Social Studies curriculum committee to rewrite district curriculum to better align with state and national standards.

PROFESSIONAL DEVELOPMENT EXPERTISE/PRESENTATIONS/RECOGNITION

Leadership Entry Planning | Change Management | Strategic Planning and Goal Setting | Growth Mindset | Closing the Achievement Gap | Difficult Conversations | School Culture | Benefits and Challenges of Blended Learning, iNACOL 2012 | Meeting the Needs of At-Promise Students in the Virtual Learning Environment, Alternative Accountability Policy Forum, 2015 | Finalist, AZ Charter Leader of the Year, 2012

References Available Upon Request

Cindy Wright

[redacted]

Visionary Leader, Bridge Builder, and Highly Qualified Educator combined with 26 years of experience instructing students in special and regular education programs, securing resources, and implementing effective programs for schools.

SUMMARY OF QUALIFICATIONS

- **Core Belief** – An enthusiastic, creative, and passionate educator who believes all learners can learn and thrive in a learning environment
- **Leadership** – One who has been described as inspirational, strategic, tactical, focused, persuasive, likeable, decisive, ethical, and open to feedback
- **Community Builder** – Works closely with parents and other community members throughout career, continual success with securing a high level of parental involvement within multiple programs

PROFESSIONAL EXPERIENCE

K12, Vice President – School Services: Academics — **2020 – Current**

K12, Deputy Regional Vice President – School Services — **2018 – 2020**

K12, National Special Education Related Services – School Operations — **2017 - 2018**

K12, Deputy Regional Vice President – School Services — **2014 – 2017**

K12, ARIZONA VIRTUAL ACADEMY, Phoenix, AZ — **2005 - 2014**

- Head of Schools
- K12, Director of Instruction and Accountability/Assistant Head of School
  - *Promoted to Head of Schools
- K12, Coordinator of Title Programs
  - *Promoted to Director or Instruction and Accountability
- K12, Lead Title I Lead Math Teacher
  - *Promoted to Coordinator of Title Programs
- K12, Special Educator
  - *Promoted to Title I Lead Math Teacher

CATALINA FOOTHILLS SCHOOL DISTRICT, Tucson, AZ — **2002 - 2003**
Special Educator
9th – 12th Self-Contained Special Education Class
Content areas: Math, Language Arts, History, Science, and Study Skills
Catalina Foothills High School/Catalina Foothills School District
Tucson, Arizona

SUNNYSIDE SCHOOL DISTRICT, Tucson, AZ — **2001 - 2002**
Special Educator
7th Grade Special Education Class
Content areas: Language Arts, History, Science
Challenger Middle School/Sunnyside School District
Tucson, Arizona

NEWARK UNIFIED SCHOOL DISTRICT, Newark, CA — **1997 - 2000**
Special Educator
7th – 8th Special Day Class
Content areas: Math, Language Arts, History, and Science
Newark Junior High School, Newark Unified School District
Newark, California

SOUTHWEST HUMAN DEVELOPMENT, Phoenix, AZ — **1994 - 1997**
Special Educator Consultant
Preschool
Special Education Consultant
Moderately/Severely Delayed at Integrated Sites
Southwest Human Development, Phoenix, Arizona

Cindy Wright
[redacted]

ROVER ELEMENTARY SCHOOL, Tempe, AZ **1994**
Student Teaching
Resource Classroom
Elementary Special Education Resource Classroom

HIGHLIGHTED ACHIEVEMENTS

- Promoted to VP of Academics for STRIDE/K12, Inc. This includes the supervision of Special Programs, as well as all areas that pertain to strong academics within the Western Region. (2019)
- Participated and collaborated with the Department of Education to develop an academic framework to measure the academic success of online schools in the state of Arizona, 2013 – 2014
    - This resulted in a K12 school, Arizona Virtual Academy, improving by two letter grades as measured by the State Department of Education
- Participated in the successful accreditation process for Arizona Virtual Academy, 2009
- Led school administrators to a successful accreditation of Insight Academy of Arizona, 2013
- Led school administrators to a successful reaccreditation of Arizona Virtual Academy, 2013
- Served as a team member for a Digital Learning External Review with AdvancED, 2013

EDUCATION

Trident International University,
Educational Leadership and Administration **March** [redacted]
Masters in Education
Cypress, CA
GPA: 4.0

LEVEL III ADVOCACY TRAINING **June** [redacted]
Arizona center for Disability Law

ARIZONA STATE UNIVERSITY **May** [redacted]
Bachelor of Arts in Education: Special Education
Summa Cum Laude
Tempe, AZ
Current Certifications (expire 2032): Standard Elementary (1-8), MS Mathematics, MS Language Arts, Structured English Immersion, and SE: ID, ED, and LD

SHEILA L. SHIEBLER

[redacted]

EXECUTIVE LEVEL MANAGEMENT

Results-oriented multi-unit management executive with expertise in for-profit and non-profit industries. Demonstrated success in developing and executing strategic and tactical plans to achieve successful outcomes in alignment with organizational goals. Excels at seeing the big picture, identifying gaps and utilizing effective leadership to manage initiatives across cross-functional teams. Proven turnaround abilities. Career track record of quickly advancing into positions of increasing responsibility.

Areas of Expertise

Multi-Unit Management ♦ Team Leadership ♦ Revenue Growth ♦ Operations ♦ Fiscal Management ♦ Compliance
Turnarounds ♦ Strategic and Tactical Planning ♦ Continuous Process Improvement ♦ Organizational Development
Customer Service and Satisfaction ♦ Relationship Management ♦ Problem Solving ♦ Change Management

PROFESSIONAL EXPERIENCE

Stride K12, Inc., Headquartered in Herndon, Virginia

Vice President, Compliance, Operations and Partnerships 2020-present
Senior Director, School Partnerships and Compliance

Responsible for establishing and maintaining mutually successful relationships with partner school districts and boards. Work with school leaders to ensure efficacy as it relates to federal and state compliance, charter and state laws, board policies, meeting critical funding and testing targets, as well as effective and efficient school operations organizations.

- Multiple charter renewals with extended terms
- Successful new school launch
- Represent organization and act as liaison at school board meetings
- Ensure compliance with federal, state, board, and contractual obligations through internal audit process

Deputy Vice President, Western Regional School Services 2015-2019

Managed regional school services operations, enrollment growth, P & L and client relations for virtual public schools in multiple states. Responsible to ensure high quality implementation of K12 curriculum plans, student academic outcomes, leadership development, compliance to policies and regulations, and implementation operational efficiencies.

- Negotiated and secured charter contracts to launch two new schools
- Engaged with legislators and lobbyists on policy changes impacting virtual school's enrollment and funding
- Academic Framework development and implementation
- Increased ADM funding through attendance improvement initiatives

Regional Director, Compliance and School Operations – Western Region 2014-2015

Provided oversight and support to compliance related functions, reports and state requirements for 24 virtual schools in the K12 Western Region of the United States. Ensured efficacy as it relates to federal and state compliance, charter and state laws, board policies, meeting critical funding and testing targets. Provided ongoing support to compliance and operations teams in the region.

- Conducted internal compliance audits, risk analysis and reporting and coordinated remediation activities
- Provided support for process improvement, increased revenue capture and preparation for successful external audits
- Responsive to changes in regulatory and governance environments; participated in weekly government relations calls
- Provided leadership to special projects such as school turnaround plans, school launches, Head of School hiring

Insight Schools / K12, Inc. (Oregon based Insight Schools acquired by K12, Inc. July 2011) 2008-2014

Executive Director / Head of School, California Schools

Provided strategic and tactical direction for multiple full-time, online public charter high schools. Maintained positive relationships with respective governing Boards of Directors, authorizers, regulatory and accrediting agencies. Led efforts resulting in improved student achievement, testing participation and proficiency, retention, funding, compliance, and operational efficiency levels. Implemented Data Driven Instruction model. Conducted and responded to business analysis. Ensured sound fiscal planning and management. Provided workforce planning, leadership and development for site based and remote staff.

- Led redesign of program delivery model resulting in YOY increases of 8% in student passing rate and 10% in student retention
- Increased Average Daily Attendance (ADA) funding by 67% over two years

- Effectively maintained strategic partnerships, led staff reorganization efforts, consolidated offices and oversaw systems integration processes through two company acquisitions within one year
- Led reauthorization efforts resulting in 5-year charter renewal
- Developed response to RFP resulting in organization being selected as service provider
- Member of Field Leadership Team as an advisory to the Chief Operating Officer of Insight Schools
- Achieved six-year Western Association of Schools and Colleges (WASC) and AdvancEd Accreditations
- Received K12 Dream Keeper Award "The Home Run" for Outstanding Sustained Enrollment 2011-12
- Prestigious Orange County Business Journal Women in Business Award nominee 2010
- Received Insight Schools Administrator of the Year Award 2009

YMCA of Orange County, Tustin, California

Chief Operating Officer / Executive Vice President, Operations 2003-2007

Provided operational leadership to 11 lines of business and 800 full and part time employees serving 92,000 members in a 9 branch not-for-profit Association with 140 program centers. Selected, developed and provided operational oversight to program, branch, marketing, human resources and community outreach leadership teams. Ensured strategic and tactical organizational alignment in development of branch business and succession plans. Developed and managed a $30 million annual operating budget consisting of fee based, contributed and grants funded income. Served as a staff officer on 45-member Board of Directors working with 261 volunteers in Branch Board of Managers structure and as executive staff leader to various Board committees.

- Increased program revenue 130% within four years
- Negotiated and secured 5-year school-age childcare contract resulting in $50M revenue over contract term
- Key contributor in securing a $4 million capital contribution to build a new branch facility in a low income area
- Improved membership retention from 62% to a record high of 72% in 2 years
- Improved member satisfaction by 7% in one year (members rating of excellent)
- Secured and successfully implemented $500,000 Physical Education Program Grant from US Dept. of Education

Senior Vice President, Youth and Family Programs 2002-2003

Ensured delivery of high quality youth and family programs including licensed school-age child care, middle and high school programs, day camps, resident camps and parent-child programs. Generated and managed $17 million annually. Led program leadership teams to accomplishment of fiscal, quality, staff development and grant management goals. Represented YMCA of Orange County on California Public Policy Committee and Orange County Child Care Planning and Development Council.

- Achieved the first National School Age Care Alliance Accreditation in Orange County, California
- Received YMCA of the USA National Outstanding Child Care Administrator Award

Vice President, Child Care Services 1999-2002

Led turnaround of $12 million licensed school-age childcare division, which represented 50% of the organizations operating income, by developing and implementing a strategic plan to address ongoing compliance, quality, staffing and cost control challenges. Developed standardized curriculum and significant training. Implemented ongoing quality assurance program, including audit components, and published results raising Board member engagement. Effectively planned and managed growth strategies, pricing, customer service and engagement, capital expenditures and new business development. Interfaced with state regulatory agencies, school districts and County Department of Education. Secured funding for subsidized childcare, managed state and federal grants to full compliance.

- Successfully developed and implemented turnaround plan for childcare division facing licensing revocation from prior non-compliant management. Earned exemplary program status within 18 months
- Developed innovative new kindergarten enhancement program which grew to 36 profitable site-based programs in 3 years
- Grew from 50 to 56 childcare operating units over a 3-year period increasing operating income by 14%
- Implemented organizational restructure resulting in improved program delivery, compliance and increased fundraising

ARAMARK, Children's World Learning Centers, San Diego, California

District Manager 1995-1998

Provided regional leadership for 12 preschool and 5 elementary school age childcare centers located in three southern California counties. Generated and managed $7 million annually. Developed site-based management staff to increase revenue generation and retention, control operating costs, eliminate operating losses, and ensure licensing compliance, quality program delivery and customer satisfaction. Responsible for business development, fiscal management, capital planning, pricing, marketing, regulatory compliance, food service, staffing, employee development, total quality management and vehicle fleet.

- Consistently ranked in top 1% nationwide for highest operating profit
- Increased new business revenue 127%
- Instituted retention programs at all centers resulting in 21% increase in year over retention
- Achieved/maintained National Association for the Education of Young Children (NAEYC) Accreditation at all centers

Group Center Manager 1994-1995
Provided multi-site leadership and oversight to three preschool/childcare centers in two southern California counties.

Center Director 1990-1994
Led early childhood staff of 24 through quality improvement strategies resulting in operating at maximum capacity with waiting lists in all revenue generating programs. Increased total revenue 148% to full licensed capacity.

Lead Teacher 1989-1990
Developed and implemented preschool curriculum while providing oversight to support staff and ensuring parent satisfaction.

Ritz-Carlton Hotel*, *Dana Point, California 1989
Assistant Front Office Manager
Intensely customer focused hotel operations with responsibilities for customer service, selling upgrades, problem solving, daily reporting. Acted as hotel "Manager on Duty". Selected for management development program after three months of employment.

Elementary (K-6) Teacher 1987-1989
Substitute taught grades K-6 in multiple Long Island, New York school districts.

EDUCATION

Bachelor of Science in Recreation Education ♦ State University of New York, College at Cortland
State University of New York Study Abroad Program ♦ Polytechnic of North London, England
Graduate Studies in Elementary Education ♦ Dowling College, Oakdale, New York
Vistage ♦ Executive Development Program

Nicholaus D. Sutherland

[redacted]

PROFESSIONAL EXPERIENCE:

- Regional Director of Career Learning 02/2021 to Present
  Stride Career Learning (K12 Inc.)
- Executive Director, North Bend OR 09/2019-02/2021
  Oregon Virtual Academy
  North Bend School District, Stride (K12 Inc.)
- Head of School, McFarland WI 07/2015-09/2019
  Wisconsin Virtual Academy, Destinations Career Academy, Insight School of WI
  McFarland School District, K12 Inc.
- K-12 Assistant Principal, CTE, LAP and ELL Director, Tacoma, WA 09/2012-07/2015
  Washington Virtual Academy, Omak/Monroe School District's, K12 Inc.
- Principal/Program Admin Intern, Puyallup, WA 09/2010-06/2012
  Puyallup School District
- Principal Substitute, Office of Diversity Affairs Substitute, Puyallup, WA 09/2010-06/2012
  Puyallup School District
- Assessment Coordinator, Puyallup, WA 09/2010-10/2011
  Wildwood Park Elementary School, Puyallup School District
- General Music Specialist, Choir, Puyallup, WA 09/2007-06/2012
  Wildwood Park Elementary School, Puyallup School District
- Graduate Assistant, Ellensburg, WA 09/2006-07/2007
  Central Washington University
- Band, Choir, General Music, Lihue, HI 08/2005-06/2006
  Chiefess Kamakahelei Middle School

ENDORSEMENTS:

- OR Administrative Certificate: Educational Administration (K-12)
- WI Administrative Certificate: Educational Administration (K-12)
- WA Administrative Certificate: Educational and Program Administration (K-12)
- WA Professional Teaching Certificate: Instrumental Music Education, and General Music Education

EDUCATION:

- Program Administrative Certification 04/2012
  University of Washington Tacoma, Tacoma, WA
- Administrative Certification 06/2011
  University of Washington Tacoma, Tacoma, WA
- Professional Teacher Certification 06/2009
  Pacific Lutheran University, Parkland, WA
- Master of Music: Music Education [redacted]
  Central Washington University, Ellensburg, WA
- Bachelor of Instrumental/General Music Education [redacted]
  Central Washington University, Ellensburg, WA

PROFESSIONAL MEMBERSHIPS:

- Coalition of Oregon School Administrators
- American Council of Career and Technical Educators
- Advance CTE

LEADERSHIP EXPERIENCE:

- Regional Director of Career Learning Program Implementation, Western Region 2021-Present
- National Director of Career and Technical Student Organization Partnerships 2021-Present
- National Director of Skilled Trades Pathway Expansion 2021-Present
- National Director of Stride/NEPRIS Account Relations Present 2021-Present
- Executive Director of Schools 2015-21
- Evaluating Administrator for 4-6 Principals and 3-5 Managers 2015-21
- Statutory Review and Policy Writing 2015-21
- Fiscal Management 2015-21
- School Authorization and Governance 2015-21
- CTE Subject Matter Expert to K12 2018-20
- Administrator in Charge of CTE and At Risk School Launch 2015-18
- Administrator in charge of Charter Re-Authorization 2017-18
- Administrator in charge of obtaining AdvancEd Accreditation 2016-17
- Assistant Principal k-12 2012-15
- CTE Director for 3 virtual high schools 2012-15
- LAP Director for 2 virtual high schools 2012-15
- ESL Director for 3 virtual high schools 2012-15
- Developer of STEM School Transition Plan 2012-15
- Evaluating Administrator for 45-60 teacher's k-12 using Marzano and Danielson 2012-15
- Facilitator of implementation of 21st Century Skills and PLC's in the virtual school 2012-15
- Administrator in charge of improving SIP for virtual school 2012-15
- Administrator in charge of overseeing accreditation renewal of virtual school 2012-15
- Developer of BECCA/Truancy & Discipline procedures for virtual school 2012-15
- Developer of district web presence for science and math 2011-12
- Facilitator of parent information sessions relating to Elementary Math Curriculum 2011-12
- Facilitator of staff training for Bridges Elementary Math curriculum adoption 2011-12
- Facilitator of planning committee for Elementary Study Skills Program 2011-12
- Facilitator of curriculum development for the 7th-9th grade honors program 2011-12
- Administrator in charge of hiring certificated staff at Wildwood Park Elementary 2010-12
- Developer of school improvement plans for multiple buildings 2010-11

INTERESTS:

- Trumpet performance, snowboarding, wakeboarding, camping, hiking, and motorcycle riding.

REFERENCES:

- Megan Sandoval, Regional Vice President, Stride, Western Region
  Phone, Email [redacted]
- Dr. Amy Marsh, Vice President of Career Learning Operations, Stride
  Phone [redacted], Email [redacted]
- Sheila Shiebler, Director of Compliance, Stride, Western Region
  Phone [redacted], Email [redacted]
- Cindy Wright, Vice President of Academics, Stride, Western Region
  Phone [redacted], Email [redacted]
- Dr Kevin Bogatin, Superintendent, North Bend School District
  Phone [redacted], Email [redacted]
- Dr. Andrew Briddell, Retired Superintendent, McFarland Public Schools
  Phone [redacted], Email [redacted]
- Dr. Scott Brown, Associate with Neola Inc., Retired Superintendent, McFarland Public Schools, Retired Coordinator K-12 Higher Education Ed.D. Program, Edgewood College
  Phone [redacted], Email [redacted]

Randall H. Greenway

Education

1994-2000 **Superintendent and Principal Certification**
University of Arkansas - Fayetteville
University of Central Arkansas
University of Arkansas – Little Rock

1990-1994 **Science and Driver Education Endorsements**
Arkansas Tech University
University of Central Arkansas

[redacted] **Master of Science in Education –** Arkansas State University

[redacted] **Bachelor of Science in Education –** University of Arkansas

Experience

2002 – Present **K12 / Stride Learning**

2006 – Present **Vice-President, School Development**

The K12 School Development Team works to establish new business opportunities in all company product lines. Initiatives include presentations to legislators, state education officials and school district administration and boards. The Vice-President also serves as a liaison to the K12 School Schools and Public Affairs teams on issues associated with the development and launch of new schools and other K12 programs. Responsibilities include:

- Identifying and managing sales opportunities
- Research on strategic opportunities and education trends
- Policy development
- Business strategic development
- Support media and public relations activities
- Navigating state statutes and administrative codes
- Statutory and regulatory compliance
- Hiring and training new staff
- Coordinating professional development
- Professional writing
- Public relations and government affairs

2003 – 2005 **Head of School** – **Arkansas Virtual School**

The Head of School acts as the chief administrator of the school and is responsible for daily operations, personnel, fiscal management, and all areas that affect school operations including:

- Logistics management
- Budget development and fiscal management - $2.5M
- Coordinate policy and procedure development
- Supervise administrative staff
- Mission development
- State reporting compliance

- Coordinate staff development
- Develop and coordinate marketing and public relations plans
- Organizational structure development
- Monitor legislative issues

2000-2003 **Charter School Liaison** – Arkansas Department of Education

- Founded the AR Department of Education Charter School Office
- Develop regulations, compliance, technical assistance, application review, and budgetary documents
- Develop and coordinate charter school application and evaluation process
- Serve as liaison for the State Board of Education on charter school issues
- Develop state rules and regulations
- Administer $7M federal charter school grant program
- Promote charter schools through presentations and media outlets
- Provide technical assistance for charter school applicants and operators
- Oversee the assessment and accountability of charter schools

1998-2000 **High School Principal** – Wonderview School District

1997-1998 **High School Principal** – Shirley School District

- Supervise and evaluate certified and classified personnel
- Develop academic schedule
- Coordinate school improvement programs
- Transportation and Athletic Director
- Student discipline
- Develop and enforce school policy
- Manage APSCN student software applications
- Grant writing and administration

Coach and Classroom Teacher
(Science, Health, Driver's Ed., Physical Ed., Basketball, Track, Football, and Softball)

1994-1997 Gravette School District
1992-1994 South Side School District
1990-1992 Danville School District
1988-1990 Arkansas State University
1987-1998 Arkansas Tech University
1986-1987 Western Grove School District
1985-1986 Menard, TX School District

Professional Development, Association Memberships, Committees, and Awards

- Miller-Heiman Sales Training
- Arkansas Leadership Academy – team and Individual Institutes
- Team Leader - Arkansas Department of Education Test Investigation Team
- Chair – Personnel Policy Committee – South Side High School
- Creating Opportunities for Excellence (COE) Committee Member
- Arkansas Consolidated School Improvement Plan (ACSIP) Review Team
- District Administrator - Arkansas Public School Computer Network (APSCN)
- Director – Arkansas Charter School Conference
- Association Memberships
  - International Association for K-12 Online Learning (iNACOL)
  - Arkansas Association of Educational Administrators
- Publications
  - Spring 2006 *Education Next – The Virtual Revolution*
- Conference Presenter
  - Arkansas Association of Educational Administrators
  - Arkansas Association for Supervision and Curriculum Development
  - Milken Family Foundation National Educator Awards
  - Southeast Educational Development Laboratory (SEDL)
  - Northwest Regional Educational Laboratory (NWREL)
  - Association for Career and Technical Education (ACTE)
- Review Committees
  - K12 Inc. School Quality Assurance Peer Review
  - Milken Family Foundation Teacher of the Year Nominations
  - Arkansas Teacher of the Year Nominations
  - Community Based Pilot Grant Applications
  - School Improvement Grant Applications
  - Parental Involvement Grant Applications
  - Even Start Grant Applications
  - Safe and Drug Free Schools
  - U.S. Senate Youth Program

Evaney A. Walley

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Profile:

Business Operations Professional

Changing the perception of Business Managers from Administrative Personnel to Strategic Business Partners

SIGNATURE QUALIFICATIONS

- **Operations**: Provide leadership in planning, supervision, and directing business operations to the success of the company.
- **Change Management:** Influence and improve business systems, processes and workflows and organizational development.
- **Company Brand and Culture:** Create, promote, and champion mission, vision and company values and integrate them into business systems, programs and communications.

PROFESSIONAL EXPERIENCE

Stride Learning, Inc. | Remote | Nov. 2021 – present

Regional Operations Manager *in partnership with the National Operations Team, local school Operations Managers, and Executive Directors to ensure project management goals and all operational duties are successfully completed.*

- Operationally support the opening process for new schools.
- Improve regional processes, policies, and practices to achieve company goals and ensure regional schools adhere to company-wide rules and guidelines.
- Help improve the efficiency of support services like communication channels and IT; and ensure free flowing communication amongst the schools.
- Partner with management (serving as a link between them and the individual schools) to develop and implement new plans/ideas that will enhance the operations of the company at large.
- Acts as point-of-contact and support reporting issues including all local, K12, state, and federal reporting requirements.
- Support and provide training and manage the development of national school policies and procedures, training standards and curriculum enhancements.

Oakland Unified School District | Oakland, Ca | Sep. 2015 – present

Operations Manager *in partnership with the Principal, Central Office staff, community, and vendors to provide leadership in planning, supervising, and managing the business operations of the school site.*

- Plan, develop, administer and balance a multi-million dollar annual federal and state budgets in partnership with management personnel.
- Project manage long-range plans for income and expenditures for school, community, and district projects.
- Develop and implement systems for accounting, finance, purchasing, inventory control, student transportation, food service, and technology department.
- Supervise workload of Business Services support staff while implementing professional development for sustained systems of support and continuity.
- Cover absences school wide to ensure continuity in operations and instruction.

Evaney A. Walley

[redacted]

- Manage requisitions and Purchase Orders to maintain accountability for proper fund expenditure
- Maintain confidential records, policies, contracts for vendors, property and liability insurance plans, and inventory of fixed assets.
- Procure and maintain strong relationships with contractors, vendors, community leaders, and legal counsel in collaboration with ongoing projects and professional needs.
- Ensure a viable testing plan in place and implemented to meet school and district participation goals.
- Prepare all local, county, state, and federal reports for timely submission to meet audit requirements.
- Propose and project manage budget revisions and journal entries in response to significant or unforeseen developments for school, community, and district projects.
- Member of the negotiation's unit for district-wide Administrative Personnel and prepare reports that influence collective bargaining agreements.

EDUCATION

Keller Graduate School of Management DeVry University |**MBA**| Marketing | [redacted]
Keller Graduate School of Management DeVry University |**MPM**| Project Management | [redacted]
California State University Sacramento |**BA**| Family and Consumer Sciences | [redacted]

SKILLS AND QUALIFICATIONS

Operations Management
Systems Planning & Development
Program Management
Project Management
Process Improvement
Contract Negotiations
Financial Compliance
Vendor Management
Facilities Management

Microsoft Office Suite
Google Suite
Microsoft Project
QuickBooks
Salesforce
Aeries
PowerSchool
Training and Development
Change Management

Kellen N. MacDonald

[redacted]

OPERATIONS & FINANCE EXECUTIVE

Versat e c ent-or ented F nance and Operat ons Execut ve w th a d st nct record of success manag ng a aspects of F nanc a , Account ng and Bus ness Operat ons w th extens ve exper ence n re at onsh p deve opment and management, process mprovement and budget ng. Expert n creat ng nformat ona nfrastructure, dashboards, and f nanc a mode s un que to the organ zat on s cu ture and strategy. A proact ve eader and team p ayer recogn zed for thr v ng n dynam c env ronments and for be ng h gh y effect ve at work ng cross-funct ona y w th departments, execut ves and c ents. Strateg c and creat ve th nker ab e to work both ndependent y and co aborat ve y to create substant a f nanc a , operat ona , and organ zat ona so ut ons.

SKILLS

- Operat ona Strategy and KPI Deve opment
- F nanc a Ana ys s, Forecast ng, & Mode ng
- Bus ness Operat ons and Off ce Management
- Budget and P&L Management
- Commun cat on and Presentat on Sk s
- Except ona Exce and Spreadsheet Des gn
- Process Innovat on and Imp ementat on
- Expert Interpersona and Organ zat ona Sk s

TECHNICAL SKILLS

SAP | Goog e Su te | Hyper on Essbase & Report ng | Ar ba | M crosoft Off ce Su te| Resource, Informat on, & Commun cat on Management | Account Management & C ent Serv ce

PROFESSIONAL EXPERIENCE

Stride, Inc., S m Va ey, CA **09/2021 – Current**
Regional Director of School Finance
Lead a team of 7 f nance managers n the deve opment of f nanc a strategy and execut on of f nance act v t es.

- D rect forecast, budget and c ose cyc e.
- Serve as key strateg c f nance partner to dr ve and nf uence company n t at ves w th bus ness eaders.
- Manage 7 states and 21 schoo f nanc a s and the preparat on of schoo spec f c board packages.
- Spearhead marg n mprovement projects w th heads of schoo s.
- Cu t vate strong re at onsh ps w th account ng, heads of schoo s, execut ves, HR, bus ness operat ons and execut ves n order to effect ve y commun cate r sks and opportun t es.
- Oversee account ng, report ng, and cash-management act v t es nc ud ng reconc at on and payments to and from Str de, Inc.
- Lead spec a projects nc ud ng Marg n Improvement across Western Reg on.

Sony Pictures Entertainment, Cu ver C ty, CA **12/2016 – 11/2020**
Director, Operations & Administration
A gned object ves and partnered w th F nance, P&O, Fac t es, IT, and G oba Bus ness Un ts regard ng budgets and operat ona requ rements. Superv sed FP&A and Headcount Management for Market ng and D str but on d v s ons.

- Des gned report ng structure and dashboards to drast ca y mprove operat ona transparency to qu ck y p npo nt dr vers for opportun t es and r sks, a ow ng for more accurate expense track ng, budget forecast ng, f nanc a p ann ng and ana ys s, and m ons of do ars n cost sav ngs.
- Co aborated w th F nance, P&O and Shared Serv ces on how to best mp ement strateg c n t at ves.
- Expanded and eva uated KPIs and bus ness metr cs to dent fy trends and recommend act on, resu t ng n ncreased eff c enc es, cost sav ngs, and department reorgan zat ons.
- Spearheaded creat on of and tra n ng on Trave and Enterta nment Po c es n coord nat on w th F nance and Trave departments, cu m nat ng n approx mate y 50% spend reduct on and greater transparency.

- Forma zed re at onsh p w th Fac t es Management team and co-authored un form request documents, resu t ng n t me y execut on of for a work orders, nc ud ng an off ce re ocat on project of approx mate y 100 emp oyees and the r furn ture and equ pment.

Freelance (Atomac Cartage, DC Com cs, Paramount**,** Sony**),** Los Ange es, CA **08/2015 – 12/2016**
Finance and Operations Professional
Prov ded f nanc a ana yt cs and operat ona expert se.

- Stream ned commun cat on between mu t p e departments regard ng budget forecast ng and management, resu t ng n more t me y and accurate report ng.
- Overhau ed accrua process as we as Trave report ng.
- Ident f ed and e m nated operat ona redundanc es, creat ng ab ty to generated ad hoc reports qu ck y.

International Distribution Company (Lionsgate), Santa Mon ca, CA **10/2013 – 04/2015**
Director of Finance and Operations
Oversaw end-to-end f nanc a management nc ud ng FP&A, Revenue Project on and Report ng, P&L Management, Account ng, Expense Management, and Bank ng as we as bu t and ma nta ned operat ona exce ence.

- Managed re at onsh p w th L onsgate F nance, Account ng and Te ev s on sa es teams to ensure proper preparat on of book and record keep ng, f nanc a statements, taxes, u t mate project ons, adherence to contracts and censes, account ng, etc.
- Ident f ed new bus ness opportun t es and deve oped ong term p ann ng w th Pres dent and other sen or execut ves, u t mate y ncreas ng revenues by approx mate y 50%.
- Ana yzed f nanc a statements, cash f ow forecasts, and cost reports to deve op act onab e strateg es.
- Deve oped and tested benchmarks and protoco s to mprove f nanc a ntegr ty and operat ona eff c ency, resu t ng n a reduct on of quarter y c ose t me from 7 days to 3.
- Prov ded genera superv s on and management of the day-to-day f nanc a and account ng processes.
- Prepared quarter y f nanc a reports and presentat ons for Board of D rectors/Investors.

Media Arts Lab (Client: Apple Inc.), Los Ange es, CA **10/2011 – 10/2013**
Production Finance Analyst
Deve oped and centra zed trusted re at onsh p w th and act as s ng e po nt of contact for Sen or Execut ves and App e F nance w th regards to t m ng and budget of 100-120 g oba projects per quarter.

- Imp emented new commun cat on strateg es and spec a y bu t dashboards creat ng a reduct on n budget var ance (from rough y 25% to under 10%) and a ow ng for re nvestment nto revenue generat ng act v t es.
- Worked cross-funct ona y w th product on, bus ness affa rs, f nance, account management, med a, oca teams and c ent to deve op and meet t ght project goa s and str ngent budget gu de nes.
- Partnered w th sen or execut ves to deve op quarter y budget forecast ng.

League of American Orchestras, New York, NY **01/2011 – 07/2011**
Consultant
Prov ded f nanc a and account ng acumen n order to update procedures.

- Successfu y created new bank reconc at on procedure, reduc ng c ose t me from 3 days to 1 day.
- Managed a cash entr es and bu t the reconc at on process between 3 systems, effect ve y remov ng account ng error.
- Adv sed on f nance and account ng contro s/processes, drast ca y mprov ng transparency.

Empire State Building, New York, NY **04/2010 – 01/2011**
Accountant
Represented bu d ng management to tenants.

- Managed tenant b ng and rev ewed eases and ega documents.
- Oversaw the bank reconc at on process and tracked eas ng esca at on charges.

ADDITIONAL RELEVANT EXPERIENCE

Lionsgate Entertainment Inc., Santa Monica, CA - **Accountant** **02/2007 – 03/2009**
Transmontaigne Services Inc., Denver, CO - **Accountant** **05/2005 – 05/2006**

EDUCATION

Master of Science in Finance – University of Denver, Denver, CO
Bachelor of Science in Business Administration – University of Denver, Denver, CO

LYNDSEY WITT

[redacted]

OBJECTIVE

Seeking an opportunity to expand current knowledge, as well as fill gaps between departments and provide more opportunity for collaboration. Continue working with district level and school level staff to identify ways we can make processes more efficient.

WORK HISTORY

08/2016 to Current **Regional Operations Manager, Northern Region**
K12, Inc. – *Phoenix, AZ*
Support schools within the Northern Region to accomplish Operational goals and job duties. Implemented the graduation plan, and supervise Testing Coordinator in Michigan (overseeing testing for four MI schools). Operationally supported the new school opening process for one school. Participated in the school closure process for three K12 schools. Collaborated with the national Operations team, and the local school Operations Managers to ensure project management goals are being completed timely and all operational job duties are being accomplished successfully.

08/2015 to 08/2016 **Deputy Head of School, AZVA & ISAZ**
K12, Inc. – *Phoenix, AZ*
Implemented change to Blended Learning program. Hired new Blended Learning Principal and teaching staff, identified new sites, and worked with various leadership teams to acquire necessary approvals. Managed DDI meetings with four principals and collaborated with academic and operational teams to ensure data needs were being met across all school levels at both schools.

08/2011 to 08/2015 **Operations Manager, AZVA & ISAZ**
K12, Inc. – *Phoenix, AZ*
Supported Arizona Virtual and Insight Academy of Arizona operationally. Managed all operational facets of the schools. Directly supervised five managers and District Testing Coordinator. Responsible for all state reporting, auditing, and school reporting. Developed relationship with Finance teams to collaborate and provide estimated payment information. Worked with Arizona Department of Education to develop new accountability model for Arizona Online Instruction providers

EDUCATION

[redacted] **Master of Arts: Management**
The University of Phoenix - *Phoenix, AZ*

[redacted] **Bachelor of Arts: Psychology**
Arizona State University - *Glendale, AZ*

STACY ALTMAN

[redacted]

Summary	Seasoned education leader that inspires others and is passionate about innovation, student growth, and solution-focused problem-solving. Ability to develop and maintain a positive work culture that is solution focused.

Skills		
	Change management	Complex problem solving
	Staff Development	Relationship Building
	Special Programs Compliancy	Proficient in Office Suites, Zoom/Newrow

Experience

Special Programs Manager for the Western Region 5/2021-Current
Stride, K12

- Provide academic support for special programs to schools in the Western Region (Special Education, English Language Learners, Gifted, 504)
  - Analyze special program data to assist with action planning focused on student growth
  - Provide instructional support
- Ensure overall compliance within special programs for schools in the Western Region
- Serve as Academic Administrator of Special Programs for any school in the Western Region needing that support
- Contribute to program development for new schools
- Collaborate with National Teams on change management, innovation and solution focused resolutions

Academic Administrator, Special Programs 9/2008-4/2021
K12 Inc I Westminster, Co

- Designed and implemented special services (Special Education, English Language Learners, 504, Gifted) programming for multiple K12 schools
- Supervised and evaluated direct reports: School Psychologists, Related Service Coordinator, Program Coordinators, Special Education teachers
- Oversee and maintain compliant processes according to IDEA and ADA with Stride audit results above 95% compliance and State audit results 100% compliance
- Establishes and maintains a positive rapport with staff and parents including the ability to effectively have difficult conversations with solution-focused problem solving
- Trained in data driven instruction with successful implementation; Proficient with analyzing data and increasing academic growth for students in special programs
- Provide professional development for multiple audiences around special programs
- Fulfilled Interim Academic Administrator, Special Programs for New Mexico Destinations Career Academy while maintaining Colorado Special programs
- Managed Special Programs budgets and initiatives
- Experience working with school Boards:

STACY ALTMAN

[redacted]

- Maintained working relationship with Board through difficult COVA transition period.
- Presented special program information at Board meetings.

Special Education Lead Teacher 7/2005-9/2008
K12 Inc I Westminster, CO

- Provided differentiated instruction to students with varying abilities.
- Led team of special education teachers in instruction of students and IEP management.
- Monitored work performance and compliancy.
- Mediated between parents and teachers regarding areas of concern.

Special Education Teacher, Emotional Disabilities 8/1997-6/2005
Denver Public Schools I Denver, CO

- Created and implemented a successful classroom behavior management program.
- Designed curriculum for a multi-grade level classroom.
- Supervised paraprofessional team and constructed a support schedule.

Education and Training

Master of Arts: Special Education 2001
University of Colorado I Denver, CO
Bachelor of Arts: Psychology 1996
Metropolitan State College of Denver

Accomplishments

- Successfully helped launch three new K12 schools
- Nominated for Special Programs Manager of the year

Certifications

- Special Education Teacher License, Colorado
- Supervision and Evaluator Certification, Colorado

References Available upon request

TARA BALL

[redacted]

School management team

Summary

Special Programs Administrator with over 20 years of experience. Skilled in Special Education administration, management, communication, and compliance with Federal and State laws. Driven to support to the achievement and growth of all students.

Education

Master of Education
August 2010
University of Idaho, Boise Campus, Boise, ID
- Administrator-Educational Leadership
- Director of Special Ed
- Consulting Teacher

Bachelor of Arts, Elementary Education
December [redacted]
Boise State University, Boise, ID
- Elementary Education, K/8
- Endorsement: Exceptional Child Generalist K/12

Continuing Education Courses:
Northwest Nazarene University, Nampa, ID
- Maximizing Student Achievement in the Virtual Environment, 2008
- Building a Virtual Professional Learning Community, 2007
- Idaho Comprehensive Literacy Course I, 2002
- Idaho Comprehensive Literacy Course II & III, 2001
- First Aid for the Classroom Teacher, 1997

Boise State University, Boise, ID
- Positive Classroom Discipline, 1994
- Inclusion/Special Education Student in the Regular Classroom, 1994
- Behavioral Strategies/Fetal Alcohol Syndrome/Effects, 1997
- Instructional Strategies/Fetal Alcohol Syndrome, 1997

Chapman University, Orange, CA
- Research into Practice, [redacted]

Experience

Regional Special Programs Manager, Stride
Western Region

- August 2014 – Current
- Oversight of 22 school's Special Programs in 10 states, ensuring overall Federal and State Compliance
- Provide academic support to schools in the Western Region (Special Education, English Language Learners, Gifted, 504)
- Serve as an Interim Academic Administrator of Special Programs for any school in the Western Region needing that support
- Contribute to program development for new schools
- Collaborate with National Teams on change management, innovation, and solution focused resolutions.
- Provision of Professional Development to schools in the areas of Special Programs

Special Education Administrator, K12, Idaho Virtual Academy

- July 2010 – July 2014
- Responsible for knowledge and execution of State and Federal laws for Special Education compliancy.
- Cleared all SDE Audits with full compliancy, met all state requirements.
- Manage and provide training and support to 16 staff members directly (Special Education Teachers, Speech/Language Pathologists, Behavioral Interventionist, and Compliancy Coordinator).
- Provide support to General Education Principals and staff regarding Special Education Law and compliancy, as well as RTI where Special Education eligibility is a consideration.
- Assist Western Region Vice President and K12 Special Programs Director with audits and support to the Western Region Schools (2013/2014).

Special Education Teacher, Idaho Virtual Academy

- July 2002-June 2010
- Special Education Master Teacher (approximately August 2008–June 2010)
- Special Education Lead Teacher, (October, 2002-approximately August 2008)
- Related Services Coordinator, Idaho Virtual Academy--Establish contracts for related services with providers across the state, Case-manage students with related services only, Approve billing from providers.
- Administrative Designee on IEP Team meetings, supporting the Director of Special Education.
- 504 Coordinator: Case-manage 504 students in K-8.
- Training, Staff Development, and support to the Special Education teachers and staff.
- Monitor and audit State files for compliance.
- Lead CARE Team meeting for general education staff through the Pre-Referral process.
- Attend the local Special Education Directors meeting with our Special Education Director.

Third/Fourth Grade Combination Classroom Teacher, Vineyard Christian Family School Co-Op
August 1998-April 2002

- Taught an interwoven curriculum to students who attended the school two days per week, and were homeschooled three days per week.
- Provided a classroom environment for the students with enrichment activities, comprehensive lessons, and projects to enhance their education.
- Worked alongside homeschooling parents by developing detailed lesson plans for their children to follow at home.

Eighth Grade Teacher, Fort Boise Junior High
Summer 1999, 2000, 2001

- Taught Pre-Algebra to at-risk summer school students who were retaking the course.
- Responsible for developing all activities and curriculum.
- Utilized many 'hands-on' activities to reinforce concepts.

Special Education Teacher, 4th Grade Teacher, 2nd Grade Teacher,
Garfield Elementary, Boise School District
March 1993-May 1997

- Taught two years Special Education in a fully inclusive model.
- Conducted comprehensive evaluations, developed IEP's and participated in Child Study and Multi-Disciplinary Team Meetings.
- Supervised 1:1 Assistants
- Worked with children with a variety of exceptionalities.
- Job-shared successfully in a fourth and second grade classroom.

Certifications

IDAHO EDUCATION CREDENTIAL, **Administrator**-Director of Special Ed, School Principal Pre-K-12; **Standard Elementary**-All Subjects K/8; **Standard Exceptional Child**-Generalist K/12; Consulting Teacher

Idaho Technology Competency Certificate, Standard Elementary All Subjects K/8, Standard Exceptional Child Generalist K/12

Honors

Boise State University, Graduated Cum Laude

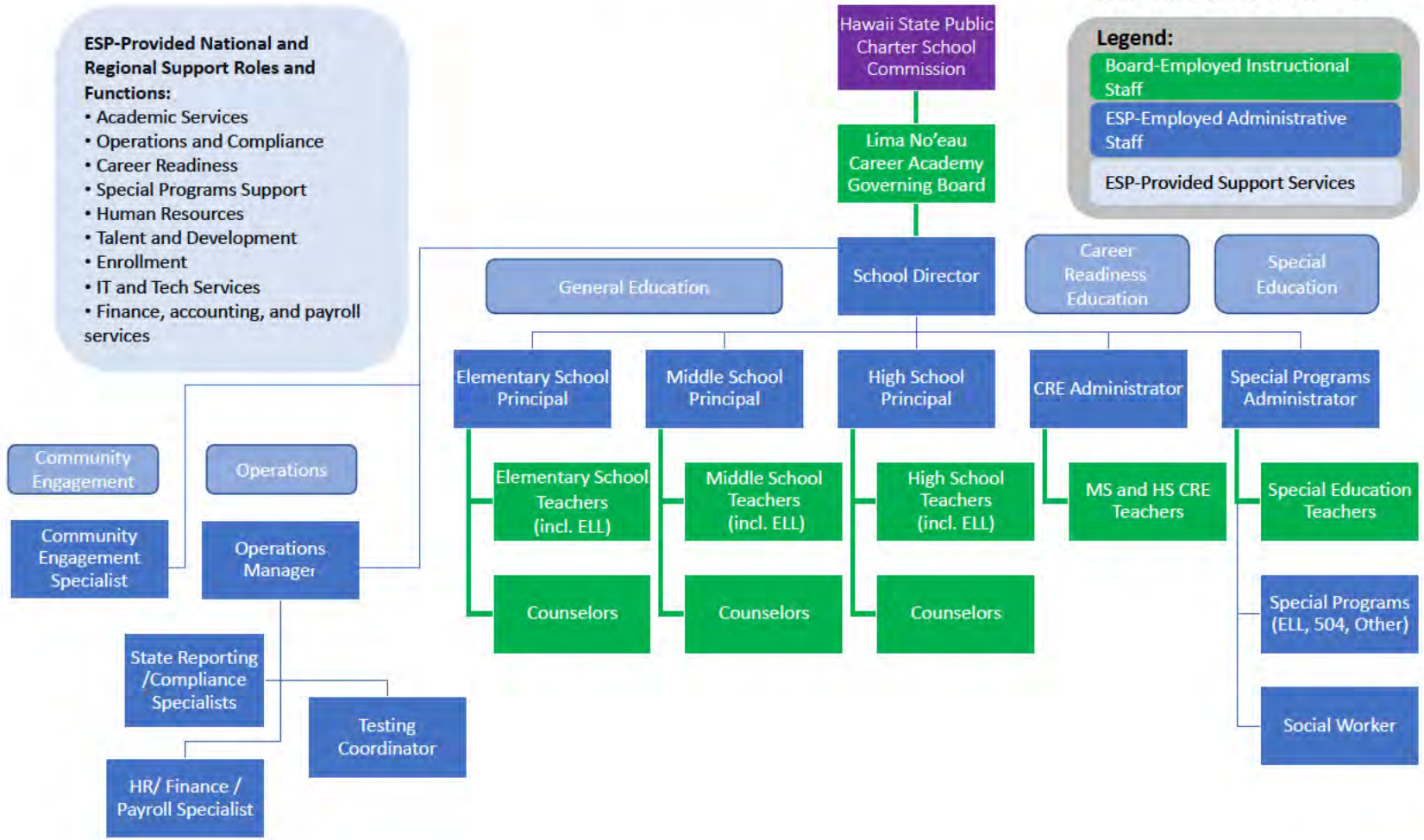
Professional Affiliations

School-Based Medicaid Advisory Group, (May-July 2014)

Council for Exceptional Children

Ada County Juvenile Courts, Volunteer for Neighborhood Accountability Board working with juvenile offenders. *Fall 1997*

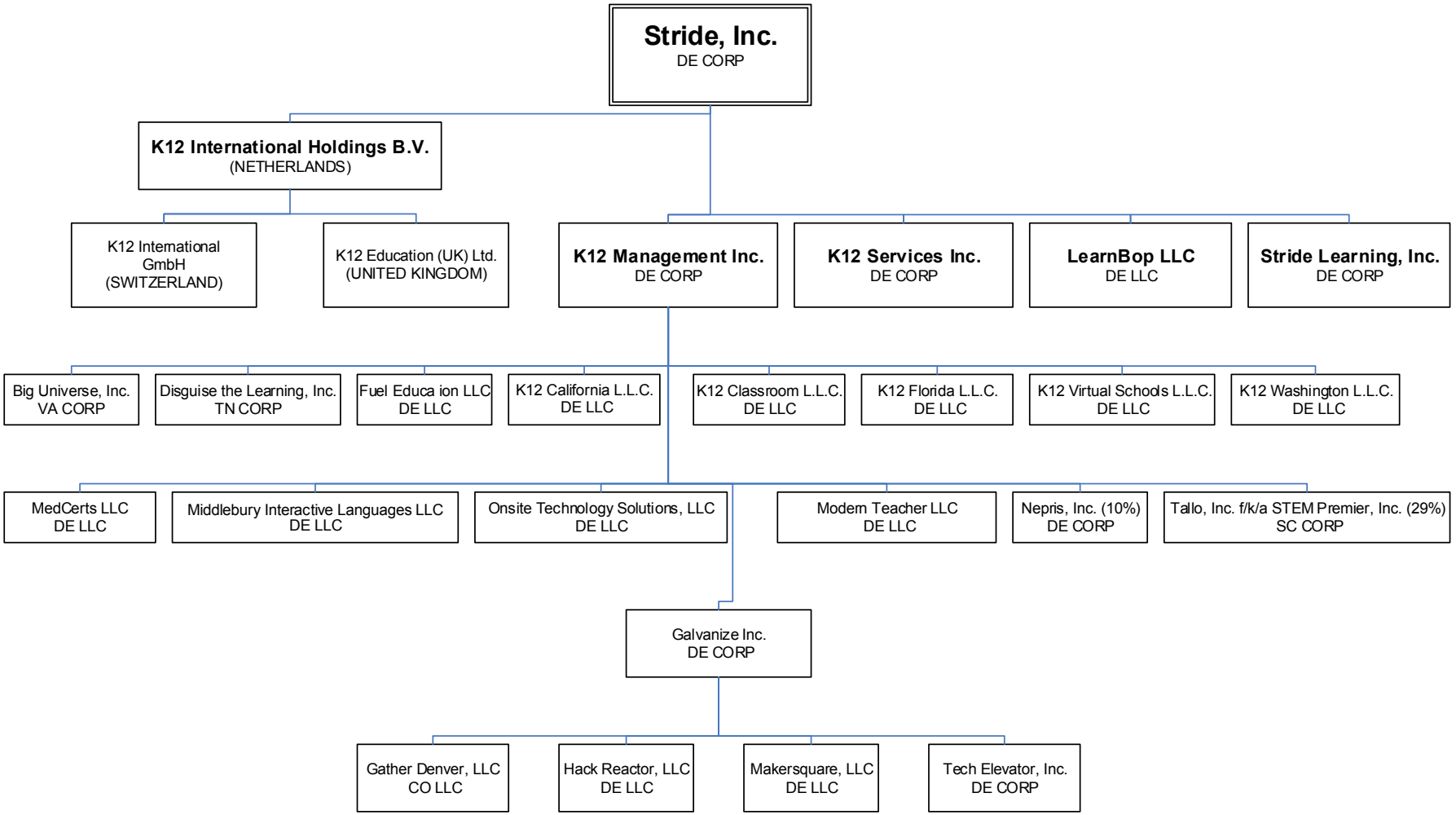
ATTACHMENT Q
ORGANIZATIONAL CHARTS



Attachment Q

Stride, Inc. Corporate Structure

as of 2022-01-01



ATTACHMENT R
GOVERNING BOARD MEMBER INFORMATION

PROPOSED SCHOOL GOVERNING BOARD

The Applicant Governing Board represents diversity of expertise and interests pursuant to HRS §302D-12. The current Board members each have a track record which demonstrates successful performance in at least one of the following areas: academic and financial management and oversight; best practices in nonprofit governance; human resources; fundraising; legal expertise; community relations; and facilities development. The following is a summary of each member's qualifications:

Nona Tamanaha – Board Chair
Nona Tamanaha is a seasoned executive with over thirty years in human resources. Prior to joining Queen's in 2013 Tamanaha served as Regional Director of Human Resources for Starwood Hotels & Resorts Worldwide, Inc. – Hawaii & French Polynesia. She has also held positions at Kyo-ya Hotels & Resorts, LP and the Sheraton Moana Surfrider Hotel.

Tamanaha is current Board Chair, Leaders for Hawaii's Future and an Advisory Board Member, Masters in Human Resources Management at the University of Hawaii at Manoa.

Tamanaha has a BBA degree in Personnel & Industrial Relations from the University of Hawaii at Manoa.

Robin Gomes – Board Member
Mr. Gomes is a graphic designer, animator and educator. He is the principal owner of Gumz Enterprises where he applies over 25 years of experience to manage the complete design process for his clients, from conceptualization to delivery. He also has over five years of experience as a classroom middle and high school teacher in the Hawaii public school system, including practical experience delivering online instruction. He is the co-founder of eList business Networking Group, which facilitates connections among and mentors entrepreneurs in Honolulu. He has an A.A. in Teaching from Leeward Community College.

Jeffrey Masatsugu – Board Secretary
Mr. Masatsugu is an attorney, licensed to practice in all Hawaii courts with over twelve years of experience in discovery, motions practice, mediation and settlement negotiations, bench and jury trials and appellate practice in the areas of insurance defense, personal injury, bad faith, products liability, insurance coverage, casualty liability, construction litigation, and employment discrimination. He also has experience working for the Hawaii State Legislature. He has been a solo practitioner for the past seven years and worked for the Pacific Law Group for seven years prior to opening his own practice. He earned his B.A. from Loyola Marymount University and his J.D. from Syracuse University.

Colin M. Hayashida – Board Member
Colin M. Hayashida is the Commissioner for the Department of Commerce and Consumer Affairs Hawaii Insurance Division. As head of the Insurance Division, he oversees the insurance industry in the State of Hawaii, which writes $19.8 billion in premiums, and includes 1,551 insurance companies and over 73,000 insurance producers. Prior to his appointment, he worked in various analytical capacities within the Hawaii Insurance Division beginning in 2000. Most recently, he served as the Insurance Rate and

Policy Analysis Manager since 2011. He received a bachelor's degree in political science from the University of Hawaii-Manoa.

Corey P. Campbell – Board Member

Corey Campbell is the CEO & Founder of Akamai Training & Consulting, a Honolulu-based company specializing in the design and development of custom-programming to enhance organization's leadership and customer service skills. Corey discovered his passion early in life and wakes up excited every day to pursue it: ignite souls to live energized, engaged, and inspired lives. He has served as an innovator in the field of Organizational Psychology as a Leadership Consultant, Corporate Trainer, Executive Coach, and Keynote Speaker for the past 20 years, working with both local and international groups. His primary goal is to create long-lasting, positive behavioral change in leaders, teams, and people to increase engagement with work and life.

He works with organizations and their top leaders to improve their leadership style, communication skills, team dynamics, personal branding, company culture, and their ability to motivate others and drive the organization. He is a certified facilitator of the Myers-Briggs Type Indicator assessment, Gallup's CliftonStrengths, and Tracom's Social Styles.
Previous roles include Complex Director of Training for Starwood Hotels & Resorts, Waikiki, where he led the leadership development and service strategy and implementation for 2000+ employees within Starwood's four premier destination resorts (Sheraton Waikiki, Royal Hawaiian Hotel, Westin Moana Surfrider, and Sheraton Princess Kaiulani). He served as a Regional Manager and Corporate Trainer for Starwood's North America Learning & Development division, conducting General Manager training, leadership workshops, property trainer certifications, and Emotional Intelligence workshops across the United States, Canada, and Puerto Rico.

He graduated summa cum laude with a degree in psychology from Virginia Tech. He is a graduate of the Pacific Century Fellows Program (2018), and is active in the community, serving on boards such as After-School All-Stars, the Make-A-Wish Young Leader's Executive Board, the Waikiki Community Center, the Hawaii Food & Wine Epicurean Board, and donating his training to non-profit groups. He is an avid fitness enthusiast and is a Certified Crossfit instructor.

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
   Lima No`eau Career Academy
2. Contact information:
   Name: Nona Tamanaha
   Phone: [redacted]
   E-mail: [redacted]

1. Describe your role and indicate your position on the governing board.
   I am the Chair of the Board. My role, subject to the control of the Board of Directors , has general supervision of the affairs, business, and officers of the Corporation. In this role, I would perform such other duties and have such other powers as may be assigned to me from time to time by the Board of Directors.

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒Resume and professional bio are attached to this form.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐Does not apply to me ☒Yes

4. Why do you wish to serve on the governing board of the proposed charter school?
   I believe in our mission which is to provide our children with a collaborative learning environment that engages the parents, students, teachers and community. The learning model is one that is Project Based and incorporates technology and creates opportunities to experience vocations of interest to the student. It prepares them for a vocation or furthering their education in a particular filed of interest. I want to be able to have a part in making a difference of preparing our children to be able to contribute to community, provide for themselves and their families and be their best selves.
5. What is your understanding of the appropriate role of a public charter school governing board member?
   My understanding is that the board members should offer a diversity of perspectives. A Board member should also be objective and insure that we represent the best interests of the students and the community. The Board would have oversight and be responsible for the financial, organizational viability of the Charter School.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I did serve on the Board for the Hawaii Job Corps which has a similar learning model of vocational preparation. I believe I have the capability of being an effective board member because as someone whose career is in Human Resources I see the value of investing in the development of our future workforce and feel passionate about preparing and providing such an opportunity for our children.

7. Describe the specific knowledge and experience that you would bring to the governing board.
   As a professional in human resources, we work with a variety of schools in providing externships, internships and other learning opportunities . I hope to be able to contribute by providing what we look for in our "future workforce".

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   Our mission is to provide a collaborative learning environment that is safe and engages the students, parents, teachers, and community. We will implement a project based learning model. Our students will be prepared for a career or post-secondary education. Our school will serve all communities and students of all backgrounds including but not limited to students in special education; English language learners; intellectually gifted students; and students at risk of academic failure.
2. What is your understanding of the school's proposed academic plan?
   Hawaii is facing a critical shortage of workers with skills and training needed to fill available jobs. The approach we will take is a Career Readiness Education. This will be

facilitated by the Stride Career Prep model which is a virtual charter school. Students will be immersed in experiential learning linked to Career readiness.
It will also provide a project-based and collaborative learning environment with virtual and hands-on experience.

3. What do you believe to be the characteristics of a successful school?
Evidence of a successful school will be graduation and either placement in a job within the vocation the student chose or acceptance into a post-secondary learning institution.
4. How will you know that the school is succeeding or is not succeeding in its mission?
The students coming from diverse backgrounds are able to thrive in the learning environment and are able to complete their education.

Governance

1. Describe the role that the governing board will play in the school's operation.
The Board of Directors of the registered nonprofit business in Hawaii, Leaders for Hawaii's Future is the Governing Board. It will be responsible for overseeing Lima No`eau's academic quality, but it will be the responsibility of school leadership to institute and execute the School's Academic Plan. The Board will evaluate school management; provide constructive feedback and if needed, personnel changes to improve school performance.
2. How will you know if the school is successful at the end of the first year of operation?
Enrollment along with a review of the percentage of any students withdrawing from the school.
3. How will you know at the end of five years if the school is successful?
Increased enrollment; academic performance data of the students; increased student academic achievement; demonstrated success in closing historic achievement gaps for the following sub-groups of students: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners. Strong results of performance on statewide tests.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
The Board will need to implement an evaluation process and potentially an audit process. The School Director will deliver a report at each board meeting that provides information regarding finance, academics, and enrollment. Establishing strong communication and partnership with the Board and the School Director will be important to the success of School.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Engage a third party to investigate the matter and take appropriate action up to and including removal of the Board member..

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
x I/we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   x I/we do not know any such employees ☐ Yes Click or tap here to enter text.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I/we do not know any such persons ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   ☒ I/we do not have a financial interest ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒I/we do not know any such persons ☐Yes Click or tap here to enter text.

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒I/we have no such interest ☐Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐N/A ☒I/we or my family do not anticipate conducting any such business ☐Yes Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
☒None ☐Yes Click or tap here to enter text.

Certification

I, __ Nona Tamanaha ____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

[redacted] Click or tap here to enter text.

Signature Date 02-02-2022

NONA TAMANAHA

Board Member

[redacted]

SUMMARY:

- Thirteen years in a senior leadership role working collaboratively with the executive team to create vision and strategic direction for the region/system.
- While in the position of Benefits Manager was able to raise our internal customer service ranking from second from the bottom to second place at the top in a year.
- Ability to work with all levels of associates and stakeholders such as owners, senior leadership, board members, union leadership.
- Ability to Lead Change/Be Nimble – participated in several organizational changes
- Member of the negotiating team for collective bargaining
- Ability to collaborate and work with other parties to achieve company objectives
- Ability to inspire and motivate others even during challenging times
- Ability to rebuild a human resources foundation to support a system

PROFESSIONAL WORK EXPERIENCE:

April 2014 – present THE QUEEN'S HEALTH SYSTEMS

VP HUMAN RESOURCES

- Develop strategy, direction and culture of the organization consistent with the mission and values of the organization. Design and execute people strategies that align and achieve organizational goals, objectives and initiatives; Implement procedures to adequately safeguard the assets of The Queen's Health Systems.
- Responsible for all areas of human resources including talent acquisition/retention, compensation, benefits, shared services; workers compensation, employee/labor relations, contract negotiations, performance improvement and organizational effectiveness, and human resources information systems, and talent management. Accountable for the effective business and operational management of the division.
- Develops and implements the strategy to maintain a positive work environment at the organization with ongoing assessments and improvement plans.
- Directly manage all executive compensation issues and provide support to the Queen's Health System Compensation Committee.
- Provides leadership and direction in the development, implementation, interpretation and maintenance of standards, policies and procedures for areas assigned and ensures compliance with local, state and federal regulatory requirements and other governing and accrediting agencies such as The Joint Commission.
- Develops effective working relationships with other vice presidents to ensure coordination of systems and services.
- Responsible for an operating expense budget of $14.5M.

Aug 2013 – March 2014 **DIRECTOR OF CORPORATE HR, RECRUITMENT, TRAINING AND DEVELOPMENT**

- Responsible for developing and implementing the organization's recruitment and retention strategies and programs.
- Develops the strategy for learning and development and organizational effectiveness.
- Provides human resources support and guidance to QHS Vice Presidents.
- Develop policies and procedures for the areas of responsibility assigned to this role.
- Responsible for the administration of the annual employee engagement survey and the strategy to ensure a positive work environment.

Jan 2008 – Aug 2013 STARWOOD HOTELS & RESORTS WORLDWIDE, INC. – HAWAII & FRENCH POLYNESIA

REGIONAL DIRECTOR OF HUMAN RESOURCES

- Design a strategic Human Resources Plan for the region and lead the execution of the plan. Insure there is alignment and engagement at the property level.
- Serve as a resource in the areas of compensation, compliance, labor relations, recruitment, core people processes (success planning), and other HR functions.
- Acts as a Talent Review process leader for General Manager and Executive Committee position which includes monitoring and assisting in the development of succession planning processes and identification of high potential associates.
- Oversees and monitors Engagement Index action planning and improvement process. Ensures that the property plans are providing the desired results and are in alignment with corporate direction and initiatives.
- Leads Property Human Resource Director staffing and development process.
- Participates in owner relations as required in the areas of labor relations and other HR issues.
- Liaison between corporate HR and the field in insuring that corporate wide initiatives are executed.
- Provide support and guidance for General Managers with HR matters.
- Responsible for addressing and resolving any ethicspoint (ombudsman line) issues.
- Provide budget instructions and guidelines for the region that supplement those instructions provided by corporate.
- Initiate, plan and coordinate learning and development programs for the region.
- Develop and implement workforce planning strategy for the region
- Responsible for governance and managing risk
- Active participant in labor negotiations during collective bargaining and developing a strong working relationship with our labor partners

August 1999-Dec 2007 KYO-YA HOTELS & RESORTS, LP dba Starwood Hotels & Resorts Waikiki Honolulu, Hawaii

AREA DIRECTOR OF HUMAN RESOURCES

- Oversees all Human Resources functions and legal issues for 5 resort hotels including the Sheraton Waikiki, The Royal Hawaiian, Sheraton Moana Surfrider, Sheraton Princess Kaiulani, and Sheraton Maui.
- Responsible for short and long-term planning of the Human Resources function; participant on the Regional Executive Committee team that develops strategic direction for the Company.
- Direct responsibility for the Human Resources functions as it pertains to the Support Services Unit of approximately 250 employees.
- Provide consultation as it relates to Human Resources matters to five properties.
- Create and implement policies and procedures; negotiate labor agreement; facilitates and directs the implementation of various corporate programs and initiatives.
- Responsible for preparing budget for the Department and provide input regarding such for the five properties.

June '96 – July 1999 ***HUMAN RESOURCES/BENEFITS MANAGER***

- Administered all employee benefit programs for 500+ non-bargaining associates
- Managed health plans, pension plans (Defined Benefit and Defined Contribution), Employee Assistance Program, Group Life Insurance
- Responsible for maintaining costs and ensuring that benefits remain competitive; Initiated and proposed new and progressive benefit programs.

Mar '92 – June '96 SHERATON MOANA SURFRIDER HOTEL
ASSISTANT DIRECTOR OF HUMAN RESOURCES

- Managed various Human Resource functions including worker's compensation, salary administration, Affirmative Action Plan, recruitment, employee relations, labor relations and other projects

July '88 – Mar '92 ***PERSONNEL ASSISTANT***

- Assisted with the re-opening of the Sheraton Moana Surfrider Hotel after its multi-million dollar renovation which included mass recruitment, the coordination of training, and the development of operating standards and procedures
- Responsible for the administration of worker's compensation, recruitment, employee relations and labor relations

Oct '86 – July '88 ***PERSONNEL/TRAINING SECRETARY***

- Provided administrative support to the Director of Personnel and the Director of Training
- Maintained personnel files, distributed mail, administered and managed worker's compensation, handled all employment verifications, and performed other projects as assigned.

EDUCATION:

University of Hawaii at Manoa, Honolulu, Hawaii
Bachelors of Business Administration in Personnel & Industrial Relations

Dale Carnegie Leadership Training Course

CEBS Courses 1, 2, and 5 (Health & Welfare and Employment Law)

Starwood Training Courses

- Certified and conducted training to all managers in Change Management
- Certified Green Belt (Six Sigma)
- Certified as Property Service Culture Trainer (rolling out new brand culture)
- Certified as a trainer in Workplace Violence (training for managers)
- Attended a one-week course on labor relations
- Six Sigma for Leaders

SKILLS:

- HRIS System (Lawson, People soft and SAP)
- MS Office (Word, Excel, Power point)

PROFESSIONAL ORGANIZATIONS & COMMUNITY RELATIONS

- Member of the Advisory Board for the Masters in Human Resource Management Program at the University of Hawaii at Manoa
- Chair of the Board for Leaders for Hawaii's Future; non-profit group focused on creating an educational path via on line learning for vocations such as IT, health care, etc.

REFERENCES:

Available upon request

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
Lima No'eau Career Academy

2. Contact information:
Name: Jeffrey S. Masatsugu, Esq.
Phone: [redacted]
E-mail: [redacted]

1. Describe your role and indicate your position on the governing board.
I serve as the Secretary to the Board of Leaders for Hawaii's Future, the Applicant Governing Board of Lima No'eau Career Academy.

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
[X]Resume and professional bio are attached to this form.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
[X]Does not apply to me ☐Yes

4. **Why do you wish to serve on the governing board of the proposed charter school?**
   I want to expand the vocational and career readiness opportunities in Hawaii to properly prepare both keiki and adults for current and future workplace demands. Lima No'eau Career Academy will present an educational opportunity in a format, online education, which is either not currently available or underdeveloped.

5. **What is your understanding of the appropriate role of a public charter school governing board member?**
   A public charter school governing board member's duties include oversight for financial, organizational and management aspects of the school and ensuring compliance with the charter contract and all state and federal laws.

6. **Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**
   I have not served/do not currently serve on other boards or commissions. I have worked and continue to work regularly with the boards of union 501(c) trust funds, including training funds, apprenticeship funds and labor-management cooperation funds. I am also a team player that will work well with other board members to do what is best for the school.

7. **Describe the specific knowledge and experience that you would bring to the governing board.**
   I have over fifteen years of experience as a civil litigator in Hawaii and have worked on cases involving state boards and commissions. The practice areas I concentrated on were: insurance coverage and defense; personal injury; labor and employment discrimination; and construction defects. I also have more than ten years of experience working with and for state and federal legislators. Finally, in my current practice, I have assisted in the development and modification of union apprenticeship training programs for Hawaii's finishing trades, and have represented those trades on legislative issues relating to construction and development.

School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**
   To provide students with an online, virtual educational opportunity.
2. **What is your understanding of the school's proposed academic plan?**
   To create a virtual school for K-12 students that will prepare them for both college and career paths.
3. **What do you believe to be the characteristics of a successful school?**
   A successful school is one that not only provides its graduating students with a broad based ability to successfully accomplish their life and career goals, but also develops and enriches their character and makes them responsible and involved community members.
4. **How will you know that the school is succeeding or is not succeeding in its mission?**

In the first years of its existence, constant monitoring of and follow up with students will be critical to ensure the school is succeeding. In ensuing years, the success of the school's graduates will reflect the success of the school's mission.

Governance

1. **Describe the role that the governing board will play in the school's operation.**
   The Board's role will be to provide school policy and ensure the proper execution of the school's Academic Plan through oversight of the School Director and management.
2. **How will you know if the school is successful at the end of the first year of operation?**
   Reporting by the School Director should show whether the school is meeting targets in finance, academics and enrollment.
3. **How will you know at the end of five years if the school is successful?**
   Positive reporting on progress towards set goals and benchmarks, especially enrollment status should provide indications of how the school is doing. Additionally, feedback from students should be available after five years to aid in analyzing the schools performance.
4. **What specific steps do you think the governing board will need to take to ensure that the school is successful?**
   The Board will need to meet regularly and often. It must act quickly and follow up on any issues that develop as the school progresses.
5. **How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?**
   I would attempt to discuss the issue with the member. If that does not resolve the issue I would bring the matter up for action by the Board.

Disclosures

1. **Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.**
   ☐ I/we do not know these individuals [x] Yes. I worked at the Legislature in the past with Member Macapagal, though not in the same office, and, more recently, have been involved in issues of mutual concern with her and/or her law firm as a lobbyist. I have also participated in community service projects with her and share mutual friends.

2. **Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship. [X] I/we do not know any such employees ☐ Yes** Click or tap here to enter text.

3. **Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.**
   [X] I/we do not know any such persons ☐ Yes Click or tap here to enter text.

I understand my authorized representative or I have the right to request and receive a copy of this authorization and it

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4. **Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.**

   [X] I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.

5. **Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.**

   [X] I/we do not have a financial interest ☐ Yes Click or tap here to enter text.

6. **If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.**

   ☐Not applicable because the school does not intend to contact with an education service provider or school management organization.

   [X] I/we do not know any such persons ☐Yes Click or tap here to enter text.

7. **If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.**

   ☐ N/A. [X] I/we have no such interest ☐Yes Click or tap here to enter text.

8. **If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.**

   ☐N/A [X] I/we or my family do not anticipate conducting any such business ☐Yes Click or tap here to enter text.

9. **Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.**

   [X] Does not apply to me, my spouse or family ☐Yes Click or tap here to enter text.

10. **Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.**

    [X]None ☐Yes Click or tap here to enter text.

Certification

I, Jeffrey S. Masatsugu, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

[redacted] February 3, 2022

Signature Date

JEFFREY S. MASATSUGU, ESQ. **Board Member**

[redacted]

PROFILE

Attorney licensed to practice in all Hawaii courts with over twelve years experience in discovery, motions practice, mediation and settlement negotiations, bench and jury trials and appellate practice in the areas of Insurance Defense; Personal Injury; Bad Faith; Products liability; Insurance Coverage; Casualty Liability; Construction Litigation; and Employment Discrimination, and experience working for the Hawaii State Legislature.

EXPERIENCE

Solo Practice 2013-present

- Labor and construction law and lobbying for Labor-Management Cooperation Funds (finishing trades).

Hawaii State Senate Majority Research Office Regular Session of 2013

- Drafted and amended bills and resolutions introduced in the regular session of the 2013 Hawaii State Legislature.
- Attended committee hearings and drafted committee reports for the Hawaii State Senate.
- Researched and drafted legal memorandums on state and federal issues for Hawaii State Senators.

The Pacific Law Group, AAL, ALC 2005 - 2012

- Provided legal representation of defendants in personal injury lawsuits filed in State and Federal Courts. Cases included motor vehicle accidents, slip and fall, product liability and assault and battery cases.
- Provided legal representation of insurance companies in binding Uninsured and Underinsured motorist arbitrations.
- Provided legal representation and legal opinions to insurance companies regarding insurance coverage issues and bad faith lawsuits.
- Assisted with the Hawaii State Bar Association and Hawaii State Judiciary committee that developed a standard form HIPAA compliant authorization for the release of health and medical information in personal injury cases.

- Assisted with the filing of a petition for a K-1 immigrant visa and application for employment authorization.

Chee & Markham, AAL, ALC, nka Chee Markham & Feldman 1999 - 2005

- Provided legal representation of defendants in personal injury lawsuits, including motor vehicle accidents, slip and fall and dog-bite cases, filed in state and federal courts.
- Provided legal representation to Hawaii corporations in construction litigation cases.
- Represented insurance companies in insurance coverage cases filed in state and federal courts.

Law Clerk, Hawaii State House of Representatives, Regular Session of 1999
Judiciary and Hawaiian Affairs Committee

- Assisted with the analysis, drafting and revising of civil and criminal legislation and committee reports.

Law Office of Elizabeth Jubin Fujiwara 1995 - 1998

- Provided legal representation of plaintiffs in employment discrimination lawsuits and pre-lawsuit administrative procedures.

LICENSES

- Licensed to practice law in all courts of the State of Hawaii.

ASSOCIATIONS

- Hawaii State Bar Association

EDUCATION

- J.D. , Syracuse University, [redacted]
- B.A., Loyola Marymount University, [redacted]

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Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
   Lima No'eau Career Academy
2. Contact information:
   Name: Corey Campbel
   Phone: [redacted]
   E-mail: [redacted]

1. Describe your role and indicate your position on the governing board.
   Board member, to assist the board by sharing my perspective and experiences to make sure the board best represents the community.
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒Resume and professional bio are attached to this form.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☐Does not apply to me ☒Yes

4. Why do you wish to serve on the governing board of the proposed charter school?
   As a Leadership Consultant, Corporate Trainer, and Executive Coach, particularly within the local hospitality industry, I know how important it is for students to graduate with

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workforce-ready skills. I believe the proposed charter school will be able to help develop career-ready graduates in a number of fields.

5. What is your understanding of the appropriate role of a public charter school governing board member?
   Board members are responsible for financial and organizational oversight over the public charter school and also must have an active role in ensuring the school's viability to make sure it carries out its mission on behalf of its students, teachers, parents, and the surrounding community.
6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   In addition to my career in leadership development and training, I have served on the boards of several other organizations including After-School All-Stars, the Make-A-Wish Young Leader's Executive Board, the Waikiki Community Center, the Hawaii Food & Wine Epicurean Board.
7. Describe the specific knowledge and experience that you would bring to the governing board.
   I have extensive experience in shaping how organizations think, act, and operate. I bring strong skills in human resources, community relations, and nonprofit governance, all of which are key as the school begins to staff up and start operations. In addition to my work developing talent in the local hospitality industry, I also worked as a teacher and educational advisor in Japan for three years and am able to understand issues from an educator's perspective.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   Lima No'eau Career Academy will provide its students with a safe, collaborative learning environment with a focus on using technology to give students opportunities to explore, study, and have meaningful experiences to equip them to succeed in a variety of fields.
2. What is your understanding of the school's proposed academic plan?
   The school's academic plan, which will have both virtual and blended elements, will emphasize experiential learning linked to Career Readiness. This will build upon existing standards to provide practical skills and concepts, and allow students to have access to a rich variety of experiences to reinforce what they have learned in school.
3. What do you believe to be the characteristics of a successful school?
   In addition to the standard and traditional measures by which school success is measured – such as test scores, students' post-graduation plans, teacher retention, etc. – I believe a key component is having a strong mentorship and academic coaching model to support students outside of the classroom. This builds a foundation for students not only to succeed at school but equips them with the skills to succeed long into the future.
4. How will you know that the school is succeeding or is not succeeding in its mission?

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Feedback from parents and other stakeholders, student test scores and standards, as well as the rate of student retention are all good indicators of our school's success.

Governance

1. Describe the role that the governing board will play in the school's operation.
   The board will evaluate the effectiveness of administrators and staff, review key benchmarks, and set policies. The board will review the contract with, establish metrics for, and evaluate performance of the service provider. The board will also review decisions made by the school director and principals, set and review annual budgets, and review spending and compliance. The board will also build strong relationships with external stakeholders, particularly from the industries and sectors for which we have career pathways. Finally, as the school begins operations, the board will play a key role in assisting the school in identifying a location for offices and support facilities.
2. How will you know if the school is successful at the end of the first year of operation?
   We will have met our enrollment goals for the year and will continue to grow, we will have met or exceeded test scores and standards, and also have built upon its existing relationships with career readiness stakeholders in the community.
3. How will you know at the end of five years if the school is successful?
   We will have grown enrollment and retained existing students, been able to expand the school to include up to 12th grade, we will have built and deepened partnerships in the community, and met our budgetary goals.
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   We propose a robust review process for the School Director and the service provider on an ongoing basis. Board members will also need to be involved in key start-up decisions, such as choosing the service provider. Finally, the board has a unique role in being the public face for the school and building relationships with stakeholders in the community. This is vitally important for a school which is focused on career readiness.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
   If a board member is discovered to have acted unethically or is suspected of acting outside of the best interests of the school, the other board members must act to remove that board member and to immediately review the actions in question and take corrective measures. A board member who has a potential conflict must recuse him or herself from participating in decision-making in that matter.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   [X] I/we do not know these individuals ☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   [X] I/we do not know any such employees ☐ Yes Click or tap here to enter text.

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3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such persons ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒I/we do not know any such persons ☐Yes Click or tap here to enter text.

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒I/we have no such interest ☐Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐N/A ☒I/we or my family do not anticipate conducting any such business ☐Yes Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

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Certification

I, __ Corey Campbell ____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

[redacted]

Si

February 4, 2022
Date

COREY P. CAMPBELL

[redacted]

OVERVIEW

Passionate, respected and influential Organizational Leadership consultant and Executive Coach with proven track record of designing and implementing Service Culture and Leadership Development programming to impact the way organizations think, act, and operate. Brings 20+ years of corporate training and hospitality leadership experience to effectively design, facilitate, and rollout comprehensive, company-wide initiatives designed to elevate key measurables. Implementation methods include Executive Retreats and workshops on topics such as Strategic Planning, Critical Thinking, Transformational Leadership, Emotional Intelligence, Coaching & Counseling, Enhancing Team Dynamics, Driving Performance, and Customer Service.

PROFESSIONAL EXPERIENCE

CEO & FOUNDER, AKAMAI TRAINING & CONSULTING, LLC Honolulu, HI 2015 - present

- Oversee day-to-day operations of Akamai Training & Consulting, to include organizational leadership consulting, program delivery, sales and marketing, and business development.
- Design, develop, and facilitate customized in-person and virtual programming to impact organizational leadership and customer service metrics for clients ranging from hotels to airlines to banks. Programs designed utilizing the ADDIE Model of development to drive engagement and performance.
- Serve as an Executive Coach guiding C-suite and Director-level leaders on their journey to peak performance, creating strategic, personalized systems to activate their critical thinking skills, internal drive, and how they lead others with emotional intelligence and purpose.
- Drive organizational transformation through the delivery of Executive Strategic Retreats and company-wide presentations and leadership workshops.

COMPLEX DIRECTOR OF TRAINING – WAIKIKI, STARWOOD HOTELS & RESORTS (SHERATON WAIKIKI, ROYAL HAWAIIAN, WESTIN MOANA SURFRIDER, SHERATON PRINCESS KAIULANI) Honolulu, HI 2012 – 2015

- Responsible for the effective implementation, maintenance, and evaluation of the Learning & Development leadership strategy, standards, and service processes for 3000+ managers and employees within the four Starwood Resorts in Waikiki: Sheraton Waikiki, Sheraton Princess Kaiulani, Westin Moana Surfrider, and The Royal Hawaiian, A Luxury Collection Resort.
- Managed a team of 5; Served on 4 Hotel Executive Committees; Conducted departmental needs-based analysis, identified property strengths and opportunities, and created and implemented training initiatives to positively impact key staff engagement and financial measurements and results.
- Implemented hotel service programming and a leadership mentoring program to strengthen core competencies, improve business performance, and increase guest loyalty.
- Collaborated with department heads to conduct strategy planning workshops and develop training to drive key metrics, enhance communication, identify performance gaps, pinpoint associate engagement issues, and monitor and improve guest service.

REGIONAL MANAGER, LEARNING & DEVELOPMENT – NORTH AMERICA Stamford, CT 2010 – 2012
STARWOOD HOTELS & RESORTS WORLDWIDE, INC

- Responsible for organizing and facilitating a 4-day leadership retreat, to include brand training, coaching for performance, and service programming, to all new opening and transition hotels for the six Starwood full-service brands in America, Canada, and Puerto Rico.
- Designed and oversaw the 5-day Train-the-Trainer Certification Program for new Property Service Culture Trainers in North America, to include content, execution, and assessment.
- Facilitated the 'Leading Starwood' 5-day program, Starwood's top Executive Development Program.
- Conducted General Manager Orientations to immerse new GM's in the Starwood brand.
- Facilitated leadership courses for hotel managers across North America.

LEARNING & DEVELOPMENT MANAGER Honolulu, HI 2009 - 2010
THE ROYAL HAWAIIAN, A LUXURY COLLECTION RESORT; THE SHERATON WAIKIKI RESORT

- Executed the pre- and post-opening Learning & Development for all Royal Hawaiian Resort departments including design, strategy, and implementation of all training initiatives.
- Organized a 10-day pre-opening training program for 500+ managers and associates.
- Developed detailed procedures & brand standard job skills manuals for all departments.
- Conducted Departmental retreats and meetings, including the analysis of key Starwood measurables, creation of goals, and facilitation of team building activities.

OUTLET MANAGER, THE SHERATON WAIKIKI RESORT Honolulu, HI 2008-2009

- Headed the pre- and post-opening operation plans of RumFire, a brand-new concept restaurant/bar.
- Managed the daily operations for a staff of 50 to include scheduling, payroll, reservations, and bookings.
- Orchestrated training for all associates, monitored development and growth of personnel, created detailed training documents to increase staff's food and beverage knowledge.

GUEST SERVICES MANAGER, THE SHERATON WAIKIKI RESORT Honolulu, HI 2007-2008

- Oversaw Front Desk Operations: received and serviced guest complaints for a 1600+ room property, coordinated with all departments to provide spectacular, on-brand service, mentored and coached Guest Service Associates on customer service and job detail, served as the point of contact for in-house groups and VIPs.

AKITA PREFECTURAL ADVISOR, AKITA BOARD OF EDUCATION Akita City, Japan 2005-2006

- Oversaw and mentored 109 foreign English teachers from 10 different countries, to include cultural sensitivity training, counseling, and building cultural bridges.
- Executed teacher training conferences and taught cross-cultural learning methods and English as a Foreign Language education seminars for Japanese teachers of English across the Akita Prefecture.

ENGLISH TEACHER, AKITA BOARD OF EDUCATION, N. BRANCH Noshiro City, Japan 2003-2005

- Implemented unique, innovative lesson plans and facilitated them to over 20 classes per week in seven different Junior High Schools and four Elementary Schools in the Noshiro City school district.

FORMAL EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY (VIRGINIA TECH) Blacksburg, VA
Bachelor of Science, graduated ***summa cum laude*** [redacted]

- Major: Psychology; In-Major GPA: 4.0; Overall GPA: 3.84
- Extracurricular: Served as the Virginia Tech mascot, the HokieBird.

PROFESSIONAL/FACILITATOR DEVELOPMENT

ROBBINS-MADANES BUSINESS COACHING PROGRAM, 2020
BRENE BROWN, "DARE TO LEAD" LEADERSHIP PROGRAM – CERTIFIED FACILITATOR, 2020
HOFFMAN PROCESS PERSONAL DEVELOPMENT PROGRAM – GRADUATE, 2019
PACIFIC CENTURY FELLOWS, PROGRAM GRADUATE, 2019
GALLUP'S STRENGTHSFINDER – CERTIFIED FACILITATOR, 2018
HAWAII SMALL BUSINESS ADMINISTRATION EMERGING LEADERS PROGRAM – GRADUATE, 2018
MYER'S-BRIGGS TYPE INDICATOR (MBTI) - CERTIFIED FACILITATOR, 2015
TRACOM'S SOCIAL STYLES & VERSATILITY – CERTIFIED FACILITATOR, 2013
LEADING STARWOOD – CERTIFIED FACILITATOR, 2009
SIX SIGMA GREEN BELT CERTIFICATION, 2009

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
   Lima No'eau Career Academy
2. Contact information:
   Name: Robin Gomes
   Phone: [redacted]
   E-mail: [redacted]

1. Describe your role and indicate your position on the governing board.
   As a member of the governing board, it is my kūleana bring to the table my diverse perspective and community experience in assisting in this public charter school's strategic vision, and in resourcing our teachers, our parents, and most importantly our students. As board members we function has fiduciaries, as advisers, and as leaders to the administration, and equally importantly as a support group to our parents and our students.

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   [X]Resume and professional bio are attached to this form.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non public school, or any nonprofit organization.
   ☐Does not apply to me [X]Yes

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4. Why do you wish to serve on the governing board of the proposed charter school?
   Public education requires more than simply hoping that our students will be served well, public education requires communities to stand up and support the systems that are in place to ensure that our children have the best possible chance at a successful future right here in Hawaii. I want to serve on this particular governing board because the strategy and vision for this public charter school will enable kids across the state to access quality public education, from the safety of their homes, and link our keiki to career pathways that will prepare them for gainful employment in the 21st-century.

5. What is your understanding of the appropriate role of a public charter school governing board member?
   As an independent body, the members of the governing board have an incredible responsibility to put the interests of students within the system and the communities that they live first. As governing board members we must ensure that decision making, that resources sought, and that the advice provided is laser focused not on the desires and requests of any particular member of the administration, but on that which truly reflects the best interests of our keiki. With such a diverse community serviced by this particular charter school, I think the greatest asset of such a diverse board will be our understanding of the ways technology can transform a young persons life from across various communities throughout the state, and our ability to support creative pathways to career readiness for the keiki in the school's care.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I have five years of experience as a classroom middle and high school teacher in the Hawaii public school system, including practical experience delivering online instruction, which will assist the operations of this particular charter school.

7. Describe the specific knowledge and experience that you would bring to the governing board.
   Having been a middle and high school teacher with experience in online instruction, I would bring an educator's perspective. I also have been working in the creative field for over 25 years and have worked within the local entrepreneurship community.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
   All children deserve a safe environment to learn in, and in an ever-changing world, many of our students feel safest at home. But simply studying from home is not enough, our students need an education that gives them a clear pathway to success in their adult life, that caters to their understanding of the world around them, and that connects them to communities across our State. This public charter school does just that for our student learners.

Attachment R

2. What is your understanding of the school's proposed academic plan?
   Beyond providing a virtual platform for the achievement of excellent academic basics, this public charter schools academic plan includes career and technical education design to give our student learners a readiness for the 21st-century workplace. By providing experiences and educational opportunities beyond just core curriculum, this charter schools solution to readying students deploys 21st-century technology and the nation and recruits the nations leader in online education to achieve that for our kids.
3. What do you believe to be the characteristics of a successful school?
   Successful schools do two things right. The first, is that they are surrounded by a community of committed advocates, friends, partners, administrators, students and parents. Everyone is an equal stakeholder in the success of a great school. The second thing that great schools have going for them, it's an excellent plan. As outlined in the application put forward, clearly our public charter school is well prepared to serve our students and succeed.
4. How will you know that the school is succeeding or is not succeeding in its mission?
   Academic success is one measure, and an important one. The academic plan in our strategy for resourcing our students puts a great amount of emphasis on their academic achievement. But the true magic sauce with this charter school will be finding and partnering with career pathways for our children. As a governing board member I will know that we are successful when we see not just good grades, but real opportunities for technical growth and for career development being deployed for and with our students.

Governance

1. Describe the role that the governing board will play in the school's operation.
   The governing board is fully engaged in the management plan, operations, guidance, and leadership of this public charter school.
2. How will you know if the school is successful at the end of the first year of operation?
   While our strategic plan synthesized in this application has very measurable success variables for our first year of operations, as a governing board member I will be focusing equal attention on whether we are ensuring clear and honest communication with all stakeholders, from the charter school commission to the parents and communities around the students that we are serving.
3. How will you know at the end of five years if the school is successful? Likewise, in addition to the clear metrics in the organization strategic plan, success in five years will relate to the success of our graduates. This is measurable, but it is also nuanced, and I believe that our ability to maintain communication with our students after the graduate will be key to ensuring clear pathways for future students to career success as well as measuring the success of our school..
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
   First and foremost we need to attract students, we need to retain great staff, and we need to resource the tools that we have chosen for our school. This comes with sweat equity on behalf of the board, and the solicitation of support from key community stakeholders and donors.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Attachment R

This all goes back to communicating. By communicating honestly and frequently we can avoid any unethical situations altogether. While we are all human, this is not about personal interests, this is about our children. In resourcing this public charter school everyone is accountable, and as a board member communicating even the perception of impropriety that is brought to my attention will be done swiftly to all appropriate channels

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
   [X] I/we do not know these individuals ☐ Yes Click or tap here to enter text.

2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
   [X] I/we do not know any such employees ☐ Yes Click or tap here to enter text.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   [X] I/we do not know any such persons ☐ Yes Click or tap here to enter text.

4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   [X] I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
   [X] I/we do not have a financial interest ☐ Yes Click or tap here to enter text.

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐Not applicable because the school does not intend to contact with an education service provider or school management organization.
   [X] I/we do not know any such persons ☐Yes Click or tap here to enter text.

Attachment R

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. [X] I/we have no such interest ☐Yes Click or tap here to enter text.

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐N/A [X] I/we or my family do not anticipate conducting any such business ☐Yes Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
[X] Does not apply to me, my spouse or family ☐Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
[X] None ☐Yes Click or tap here to enter text.

Certification

I, Robin Gomes , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

[redacted] February 4, 2022

Signature Date

Board Member

Robin Gomes

Graphic Designer, Animator

EXPERIENCE

Education

Classroom teaching, lesson plans and instructional materials in career technical education; ability to to redirect students exhibiting behavior problems; practical experience delivering online instruction; 5+ years teaching experience within Hawaii public school system in grades 7 - 12

Entrepreneur

Principal owner of Gumz Enterprises; graphic design specialist with 25+ years experience in the management of the complete design process from conceptualization delivery; specifically lead in design, development, and implementation of the graphic, layout, and production communication materials and provided counsel to clients on all aspects of the project

Community

Co-Founder of eList Business Networking Group; facilitated connections among and mentored local entrepreneurs; provided a forum to promote local burgeoning businesses and start-ups

SKILLS

Adobe Creative Suite:

Photoshop

Illustrator

Animate

After Effects

InDesign

Autodesk 3ds Max

Animation in Blender

EDUCATION

Associates of Arts in Teaching

Leeward Community College

Attachment R

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:

2. Contact information:
   Name: Colin Hayashida
   Phone: [redacted]
   E-mail: [redacted]

1. Describe your role and indicate your position on the governing board.
   Board member – To bring a different perspective and represent the interests of the charter school.

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
   ☒ Resume and professional bio are attached to this form.

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
   ☒ Does not apply to me ☐ Yes

4. Why do you wish to serve on the governing board of the proposed charter school?

Lima No'eau Career Academy

Attachment R

To provide a different alternative for students and their families while providing a pathway to emerging career fields.

5. **What is your understanding of the appropriate role of a public charter school governing board member?**
   Steering and adjusting the trajectory of our education system by representing the interest of the charter school and our community. Relying on my subject matter expertise, insurance, which is a foundation of the economy to achieve this role.

6. **Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**
   Although I have not served on boards in the past, I have served on boards in my official capacity. I also serve on committees and task forces with the National Association of Insurance Commissioners. In these roles I primarily deal with policies and governance.

7. **Describe the specific knowledge and experience that you would bring to the governing board.**
   My subject matter expertise is over twenty years of insurance experience. Insurance continues to be a foundation of our economy and touches everyone's life.

School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**
   Create a safe, collaborative environment where students can engage with the community. Start implementing a program where students are prepared to find a career or continue to post-secondary education.
2. **What is your understanding of the school's proposed academic plan?**
   The idea is to use technology to connect students with academic experiences and study in the career path of their choosing.
3. **What do you believe to be the characteristics of a successful school?**
   A successful school is safe and utilizes technology in best way possible, while engaging with community, and career paths that meets the needs of students and the community.
4. **How will you know that the school is succeeding or is not succeeding in its mission?**
   The school will be succeeding if both the school and the community embrace each other work together for the students. Additionally, if alumni return to share experiences or give back to the school and the community, the school will see continued success.

Governance

1. **Describe the role that the governing board will play in the school's operation.**
   The governing board will be responsible for overseeing academic quality; evaluate school management; and if necessary, make personnel changes to improve the school.
2. **How will you know if the school is successful at the end of the first year of operation?**

Attachment R

The board will evaluate the School Director throughout the year and there needs to be a successful progression of community engagement and continued recruitment and development of school leaders and faculty.

3. **How will you know at the end of five years if the school is successful?**
   The board will look at where the school is in terms of development and also if enrollment projections are being met.
4. **What specific steps do you think the governing board will need to take to ensure that the school is successful?**
   The most important step is to maintain regular meetings with school leadership, to determine if the operations plan is on track.
5. **How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?**
   An investigation should be conducted by a third party, and if any unethical actions were in question, the board member(s) should be removed.

Disclosures

1. **Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.**
   [X] I/we do not know these individuals [☐] Yes Click or tap here to enter text.

2. **Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.**
   [X] I/we do not know any such employees [☐] Yes Click or tap here to enter text.

3. **Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.**
   [☒] I/we do not know any such persons [☐] Yes Click or tap here to enter text.

4. **Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.**
   [☒] I/we do not anticipate conducting any such business [☐] Yes Click or tap here to enter text.

5. **Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.**
   [☒] I/we do not have a financial interest [☐] Yes Click or tap here to enter text.

Attachment R

6. **If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.**
☐ **Not applicable because the school does not intend to contact with an education service provider or school management organization.**
☒ **I/we do not know any such persons** ☐ **Yes** Click or tap here to enter text.

7. **If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.**
☐ **N/A.** ☒ **I/we have no such interest** ☐ **Yes** Click or tap here to enter text.

8. **If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.**
☐ **N/A** ☒ **I/we or my family do not anticipate conducting any such business** ☐ **Yes** Click or tap here to enter text.

9. **Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.**
☒ **Does not apply to me, my spouse or family** ☐ **Yes** Click or tap here to enter text.

10. **Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.**
☒ **None** ☐ **Yes** Click or tap here to enter text.

Certification

I, Colin Hayashida, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

[redacted]

2/3/2022
Click or tap here to enter text.
Date

COLIN HAYASHIDA

[redacted]

EDUCATION

University of Hawaii - Manoa
Bachelor of Arts in Political Science **1994**

AWARDS

Insurance Division Manager of the Year Nominee **2015**
Insurance Division Manager of the Year Nominee **2012**

SPEAKING PRESENTATIONS

Honolulu Association of Insurance Professionals and Hawaii Insurers Council
Hawaii Insurers Council
State Farm Hawaii Agents
Provide general overview of the Insurance Division and the Hawaii Insurance market.

National Association of Insurance Commissioners/Center for Insurance Policy and Research

Hawaii hurricane mitigation proposal

COACHING EXPERIENCE

Punahou School
Assistant Coach – Wrestling Program **2009 - 2015**
Instructed and coached wrestling for students grades seven through twelve.

RELATED EXPERIENCE

Department of Commerce and Consumer Affairs – Insurance Division
Insurance Commissioner **1/2019 – Present**

Department of Commerce and Consumer Affairs – Insurance Division
Insurance Rate & Policy Analysis Manager **12/2010 – 12/2018**
Manages the statewide Insurance Rate and Policy Analysis Program. Serves as the technical expert in this area to the Insurance Commissioner and the Chief Deputy Commissioner. Supervises a staff of eleven including nine analysts and one property and casualty actuary. Participates in the National Association Insurance Commissioners' committees, working groups, and task force.

Department of Commerce and Consumer Affairs – Insurance Division
Health Insurance Rate and Policy Analyst **11/2002 – 12/ 2010**

Analyzed and evaluated health insurance rate and form filings. Formulated recommendations to the Insurance Commissioner based on findings. In addition to this position, coordinated market conduct actions for the State.

Department of Commerce and Consumer Affairs – Insurance Division
Health Insurance Program Analyst **5/2001 – 10/2002**
Researched, reviewed, and analyzed health insurance policy issues and legislation. In addition to this position, assisted in the investigation of health insurance complaints.

Department of Commerce and Consumer Affairs – Insurance Division
Licensing Clerk **10/2000 – 4/2001**
Conducted meetings and informational briefings on licensing issues, and assisted consumers. Assisted consumers on obtaining information on insurers and agents.

Hawaii State Senate
Committee Clerk for Senator David Y. Ige **12/1999 – 4/2000**
Coordinated the activities of the Senate Education and Technology Committee. Performed any other responsibilities assigned by the Senator.

Hawaii Medical Services Association
Provider Services Representative **1998 – 1999**
Investigated providers' appeals on claim status, benefits, and other information regarding HMSA policies. Collaborated on inter-departmental projects.

MEMBERSHIPS

Insurance Regulatory Examiners Society
Association of Insurance Compliance Professionals

ATTACHMENT S
NONPROFIT BOARD MEMBERS

Lima No’eau Career Academy does not have an associated nonprofit organization at this time. A nonprofit organization will be chosen to support our School once the charter is approved.

Code of Ethics and Conflict of Interest Policy

ATTACHMENT T
GOVERNING BOARD CODE OF ETHICS

The draft policy below is adapted with permission from DreamHouse 'Ewa Beach Public Charter School. Lima No'eau Career Academy's Governing Board will adopt a Code of Ethics and Conflict of Interest Policy with applicable revisions as needed.

The purpose of the conflict of interest policy is to protect Lima No'eau Career Academy's (the "school") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a school board member or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable schools.

Article I

1. *Interested Person.* Any school board members, principal officer, or member of a committee with governing board delegated powers, which has a direct or indirect financial interest, as defined below, is an interested person.
2. *Financial Interest.* A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: a. An ownership or investment interest, other than de minimis, in any entity with which the school has a transaction or arrangement, b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement, or c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article II

1. *Duty to Disclose.* In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the school board and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. *Determining Whether a Conflict of Interest Exists.* A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. A conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars ($5,000) or less in any single calendar year, from the school to a school that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.
3. *Procedures for Addressing a Conflict of Interest.*
    a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest;

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement;
c. After exercising due diligence, the governing board or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest;
d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested board members whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. *Violations of the Conflicts of Interest Policy.*
    a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose;
    b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article III

1. *Records of Proceedings.* The minutes of the governing board and all committees with board delegated powers shall contain:
    a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed;
    b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article IV

1. *Compensation.*
    a. A voting member of the governing board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation;
    b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation;
    c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the

school, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article V

1. *Annual Statements.* Each school board member, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
    a. Has received a copy of the conflicts of interest policy;
    b. Has read and understands the policy;
    c. Has agreed to comply with the policy;
    d. Understands the school's charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI

1. *Periodic Reviews.* To ensure the school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
    a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining;
    b. Whether partnerships, joint ventures, and arrangements with management schools conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII

1. *Use of Outside Experts.* When conducting the periodic reviews as provided for in Article VII, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Exhibit 1: Staffing Chart Template

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Administrative Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 20_24_	Year 2 20_25_	Year 3 20_26_	Year 4 20_27_	Year 5 20_28_	Capacity 20__
School Director	1.0	1.0	1.0	1.0	1.0	
Academic Administrator/Principal	2.0	2.0	2.0	2.0	3.0	
CRE Administrator	1.0	1.0	1.0	2.0	2.0	
Special Programs Administrator	1.0	1.0	1.0	1.0	1.0	
Special Programs (ELL, 504, Other)	1.0	1.0	1.0	2.0	2.0	
Social Worker	1.0	1.0	1.0	1.0	1.0	
Community Engagement Specialist	1.0	1.0	1.0	1.0	1.0	
Operations Manager	1.0	1.0	1.0	1.0	1.0	
State reporting/compliance	1.0	1.0	1.0	1.0	1.0	
Testing Coordinator	0	0	1.0	1.0	1.0	
HR/Finance/Payroll Specialist	1.0	1.0	1.0	1.0	1.0	
Total FTEs	11.0	11.0	12.0	15.0	16.0	
Total Salaries*						

*Note: School Administrative staff salaries are included in K12 Administration Fees, and referenced in account 131 in the budget and budget narrative.

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 2024__	Year 2 20_25_	Year 3 20_26_	Year 4 20_27_	Year 5 20_28_	Capacity 20__
Classroom Teachers, incl. ELL (Core Subjects) (10.0 FTE)	$57,000	$58,710	$60,471	$62,285	$64,154	
Classroom Teachers (Specials) (2.0 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
Elementary School Counselor (0.5 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
Total FTEs	12.5	13.5	13.5	14.0	15.0	
Total Salaries*	$737,500	$818,335	$842,885	$904,778	$996,075	

*Note: Total Salaries exclude average potential bonus opportunities of 5% based on performance.

Middle School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 20_24_	Year 2 2025__	Year 3 20_26_	Year 4 20_27_	Year 5 20_28_	Capacity 20__
Classroom Teachers, incl. ELL (Core Subjects) (6.0 FTE)	$57,000	$58,710	$60,471	$62,285	$64,154	
Classroom Teachers (Specials) (1.0 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
Middle School Counselor (0.25 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
CRE Classroom Teachers (1.0 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
Total FTEs	8.25	8.25	9.25	11.5	13.0	
Total Salaries*	$492,750	$507,533	$583,230	$743,601	$867,767	

*Note: Total Salaries exclude average potential bonus opportunities of 5% based on performance.

High School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 20_24_	Year 2 20_25_	Year 3 20_26_	Year 4 2027__	Year 5 20_28_	Capacity 20__
Classroom Teachers, incl. ELL (Core Subjects) (4.0 FTE)	$57,000	$58,710	$60,471	$62,285	$64,154	
Classroom Teachers (Specials) (1.0 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
High School Counselor (0.75 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
CRE Classroom Teachers (4.0 FTE)	$67,000	$69,010	$71,080	$73,213	$75,409	
Total FTEs	9.75	14.75	20.75	23.25	27.0	
Total Salary*	$613,250	$956,098	$1.379k	$1.592k	$1.912k	

* Note: Total Salaries exclude average potential bonus opportunities of 5% based on performance.

ATTACHMENT V
LEADERSHIP EVALUATION TOOL

BEHAVIOR	WHAT DOES IT LOOK LIKE	RATING Exceeds (4) Meets (3) Needs Coaching (2) Does Not Meet (1)
Business Experience/Acumen	Understands the demographics of the student base	
	Uses school and market performance data to improve results	
	Implements the School's budget allocating capital and people resources to achieve School goals	
Vision	Keeps abreast of education, demographic, regulatory, technology, and financial trends affecting the School	
	Takes ownership for understanding and implementing the School's vision	
	Takes an organizational perspective when prioritizing and resolving issues	
Drives Outcomes	Sets measurable goals and clear performance expectations	
	Monitors results and outcomes, adjusting strategies and plans as needed	
	Gets things done conveying an appropriate sense of urgency	
	Creates environments that inspire others to put in extra effort	
	Communicates results in a clear, timely, transparent, and accountable manner	
Accountable	Delivers on promises	
	Seeks to understand, learn, and challenge	

Accountable (contd)	Takes responsibility for the quality and success of both the output and outcomes of the school	
	Takes charge without giving excuses for what needs to be done	
Coachable	Seeks out learning opportunities and believes that learning is a lifelong journey	
	Solicits and constructively accepts feedback from others	
	Learns from mistakes, experiences, new situations, and structure learning	
Integrity	Sets high personal standards for ethical and honest behavior	
	Invites honesty, creates a climate where people are comfortable expressing their ideas and concerns	
	Requires others to demonstrate integrity	
	Fair and balanced	
Initiative/Risk Taker	Does more than is required or expected in the job	
	Does things that no one has requested that will improve or enhance the School	
	Plans for upcoming problems or opportunities and takes appropriate action	
	Actively encourages people to find new and better ways to do their jobs	
	Generates creative solutions by bringing together the most talented people	
	Embraces diverse perspectives to promote or nurture innovation	
	Has the courage to try new things and challenge the status quo	

Resilience	Effectively balances competing demands and performs effectively under pressure	
Resilience (contd)	Makes tough decisions in the face of adversity	
	Keeps emotions in check and conveys a sense of optimism in the face of organizational uncertainties or setbacks	
Team Builder	Creates functional leadership teams made up of top talent	
	Ensures direct reports have clear roles and responsibilities	
	Has established team norms for running meetings, making decisions, communication, and accountability	
	Does not play favorites; creates loyal followings of direct reports that work well together	
	Creates psychologically safe environments where direct reports trust each other, challenge each other, and routinely speak truth to power	
Interpersonal Skills	Listens to others despite differing viewpoints	
	Communicates in an effective, timely manner with appropriate frequency	
	Ensures feedback is regularly disseminated	
	Promotes a spirit of cooperation and teamwork	

ATTACHMENT W
TEACHER EVALUATION TOOL

Teacher effectiveness at Lima No'eau Career Academy will be measured using a combination of synchronous and asynchronous observation of instruction, as well as a final summative evaluation. The school's teacher evaluation model will incorporate the proposed ESP's Teacher Excellence Framework (TEF), which is a research-based and aligned document that is rooted in a commitment to personalized learning and the primacy of student relationships. The TEF presents standards and practices for highly effective online teachers through an Instructional Rubric by focusing on: Building Relationships, Personalized Learning, Data driven Practices, and Professionalism. The TEF is based on Charlotte Danielson's *Framework for Teaching* (included in Attachment W) as is the Hawaii Educator Effectiveness System.

Lima No'eau has entered into discussions with HSTA about approval of a teacher evaluation instrument. At the recommendation of the State Public Charter School Commission, our consultant emailed Ms. Andrea Eshelman at the HSTA on 1.11.22. Based on the response that HSTA sent our consultant on 1.18.22, that HSTA does not approve the evaluation tools for a charter school before becoming operational, we will inform HSTA when the School is operational and will "engage the HSTA in negotiations to develop a supplemental agreement on modifications to the teacher evaluation system that meet state law, contract requirements, and the charter school's unique needs" as Ms. Eshelman recommended. (Please see email and response below.)

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From: Eshelman, Andrea [redacted]>
Date: Tue, Jan 18, 2022 at 9:20 PM
Subject: RE: HSTA approval of teacher evaluation tools for Charter Application
To: Tyler Dos Santos-Tam [redacted]

Aloha Tyler,

My apologies, your email got buried in other emails last week. You can find out more information about the teacher evaluation process if you go to this web page and scroll down to the section that says EES.
https://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/home.aspx

The current evaluation process is developed through a joint HSTA and DOE committee in line with language in Article VII Teacher Performance and Appendix IV – Teacher Evaluation of the HSTA contract (which applies to all teachers HIDOE and charter). However, charter schools frequently engage the HSTA in negotiations to develop a supplemental agreement on modifications to the teacher evaluation system that meet state law, contract requirements, and the charter school's unique needs.

HSTA has never pre-approved evaluation tools for a charter school before becoming operational. However, after the school is established and we have members to represent, we are more than happy to work with the charter school regarding negotiating any supplemental agreement needed to address their school's teacher evaluation needs. You should also know that our negotiations process involves working with the bargaining unit-05 employees the charter school employs. Historically charter schools who are working on their evaluation system have reported to the commission that they plan to negotiate a supplemental agreement.

Please let me know if you have more questions or need further clarification, I would be happy to schedule a meeting to discuss further.

Andrea
Andrea Eshelman (she/her/hers) **| Deputy Executive Director**

Hawaii State Teachers Association
Office: [redacted]
Email: [redacted]

*****

From: Tyler Dos Santos-Tam [redacted]>
Sent: Tuesday, January 11, 2022 2:14 PM
To: Eshelman, Andrea <[redacted]>
Subject: HSTA approval of teacher evaluation tools for Charter Application

Dear Andrea,

Aloha! I am a consultant assisting an applicant who is looking to open a Charter School here in Hawai‘i, and one of the requirements for the application is to submit evidence that the teacher evaluation tool has been approved by the HSTA or that we have engaged HSTA in that process.

We understand that Hawai‘i uses the Danielson Group evaluations model and tools, and the group that is putting together the Charter School application also uses their model and tools. In any case, I wanted to find out what information HSTA needs to receive from the prospective Charter School applicant to “approve” the evaluation tools and how to submit that information. We'd also like to request something in writing from HTSA for the documentation to provide to the Commission in the application.

Mahalo nui!
Tyler

Danielson - Framework for Teaching v2013

Domain 1: Planning & Preparation (25.00%)

1.1 Demonstrat ng Know edge of Content and Pedagogy

Ineffective	Minimally Effective	Effective	Highly Effective
n p ann ng and p ac ce, eache makes con en e o s o does no co ec e o s made by s uden s	Teache s am a w h he mpo an concep s n he d sc p ne bu may d sp ay ack o awa eness o how hese concep s e a e o one ano he	Teache d sp ays so d know edge o he mpo an concep s n he d sc p ne and how hese e a e o one ano he	Teache d sp ays ex ens ve know edge o he mpo an concep s n he d sc p ne and how hese e a e bo h o one ano he and o o he d sc p nes
Teache s p ans and p ac ce d sp ay e unde s and ng o p e equ s e e a onsh ps mpo an o s uden ea n ng o he con en	Teache s p ans and p ac ce nd ca e some awa eness o p e equ s e e a onsh ps, a hough such know edge maybe naccu a e o ncomp e e	Teache s p ans and p ac ce e ec accu a e unde s and ng o p e equ s e e a on-sh ps among op cs and concep s	Teache s p ans and p ac ces e ec unde s and ng o p e- equ s e e a onsh ps among op cs and concep s and a nk o necessa y cogn ve s uc u es by s uden s o ensu e unde s and ng
Teache d sp ays e o no unde s and ng o he ange o pedagog ca app oaches su - ab e o s uden ea n ng o he con en	Teache s p ans and p ac ce e ec a m ed ange o pedagog ca app oaches o some app oaches ha a e no su -ab e o he d sc p ne o o he s uden s	Teache s p ans and p ac ce e ec am a y w h a w de ange o e ec ve pedagog ca app oaches n he d sc p ne	Teache s p ans and p ac ce e ec am a y w h a w de ange o e ec ve pedagog ca app oaches n he d sc p ne, an c pa ng s uden m sconcep ons

1.2 Demonstrat ng Know edge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
Teache d sp ays e o no know edge o he deve op-men a cha ac e s cs o he age g oup	Teache d sp ays pa a know edge o he deve op-men a cha ac e s cs o he age g oup	Teache d sp ays accu a e unde s and ng o he yp ca deve opmen a cha ac e s cs o he age g oup, as we as excep ons o he gene a pa e ns	n add on o accu a e know edge o he yp ca deve opmen a cha ac e s cs o he age g oup and excep ons o he gene a pa e ns, eache d sp ays know edge o he ex en o wh ch nd v dua s uden s o ow he gene a pa e ns
Teache sees no va ue n unde s and ng how s uden s ea n and does no seek such n o ma on	Teache ecogn zes he va ue o know ng how s uden s ea n, bu h s know edge s m ed o ou da ed	Teache s know edge o how s uden s ea n s accu a e and cu en Teache app es h s know edge o he c ass as a who e and o g oups o s uden s	Teache d sp ays ex ens ve and sub e unde s and ng o how s uden s ea n and app es h s know edge o nd v dua s uden s
Teache d sp ays e o no know edge o s uden s sk s, know edge, and anguage p o c ency and does no nd ca e ha such	Teache ecogn zes he va ue o unde s and ng s uden s sk s, know edge, and anguage p o c ency bu d sp ays h s	Teache ecogn zes he va ue o unde s and ng s uden s sk s, know edge, and anguage p o c ency and d sp ays h s	Teache d sp ays unde s and ng o nd v dua s uden s sk s, know edge, and anguage p o c ency and has a s a egy o

know edge s va uab e	know edge on y o he c ass as a who e	know edge o g oups o s uden s	ma n a n ng such n o ma on
Teache d sp ays e o no know edge o s uden s n e es s o cu u a he age and does no nd ca e ha such know edge s va uab e	Teache ecogn zes he va ue o unde s and ng s uden s n e es s and cu u a he age bu d sp ays h s know edge on y o he c ass as a who e	Teache ecogn zes he va ue o unde s and ng s uden s n e es s and cu u a he age and d sp ays h s know edge o g oups o s uden s	Teache ecogn zes he va ue o unde s and ng s uden s n e es s and cu u a he age and d sp ays h s know edge o nd v dua s uden s
Teache d sp ays e o no unde s and ng o s uden s spec a ea n ng o med ca needs o why such know edge s mpo an	Teache d sp ays awa eness o he mpo ance o know ng s uden s spec a ea n ng o med ca needs, bu such know edge may be ncomp e e o naccu a e	Teache s awa e o s uden s spec a ea n ng and med ca needs	Teache possesses n o ma on abou each s uden s ea n ng and med ca needs, co ec ng such n o ma on om a va e y o sou ces

1.3 Sett ng nstruct ona Outcomes

Ineffective	Minimally Effective	Effective	Highly Effective
Ou comes ep esen ow expec a ons o s uden s and ack o go They do no e ec mpo an ea n ng n he d sc p ne o a connec on o a sequence o ea n ng	Ou comes ep esen mode a e y h gh expec a ons and go Some e ec mpo an ea n ng n he d sc p ne and a eas some connec on o a sequence o ea n ng	Mos ou comes ep esen h gh expec a ons and go and mpo an ea n ng n he d sc p ne They a e connec ed o a sequence o ea n ng	A ou comes ep esen h gh expec a ons and go and mpo an ea n ng n he d sc p ne They a e connec ed o a sequence o ea n ng bo h n he d sc p ne and n e a ed d sc p nes
Ou comes a e e he no c ea o a e s a ed as ac v es, no as s uden ea n ng Ou comes do no pe m v ab e me hods o assessmen	Ou comes a e on y mode a e y c ea o cons s o a comb na on o ou comes and ac v es Some ou comes do no pe m v ab e me hods o assessmen	A he ns uc ona ou comes a e c ea , w en n he o m o s uden ea n ng Mos sugges v ab e me hods o assessmen	A he ou comes a e c ea , w en n he o m o s uden ea n ng, and pe m v ab e me hods o assessmen
Ou comes e ec on y one ype o ea n ng and on y one d sc p ne o s and	Ou comes e ec seve a ypes o ea n ng, bu eache has made no a emp a coo d na on o n eg a on	Ou comes e ec seve a d e en ypes o ea n ng and oppo un es o coo d na on	Whe e app op a e, ou comes e ec seve a d e en ypes o ea n ng and oppo un es o bo h coo d na on and n eg a on
Ou comes a e no su ab e o he c ass o a e no based on any assessmen o s uden needs	Mos o he ou comes a e su ab e o mos o he s uden s n he c ass based on g oba assessmen s o s uden ea n ng	Mos o he ou comes a e su ab e o a s uden s n he c ass and a e based on ev dence o s uden p o c ency Howeve , he needs o some nd v dua s uden s may no be accommoda ed	Ou comes a e based on a comp ehens ve assessmen o s uden ea n ng and ake n o accoun he va y ng needs o nd v dua s uden s o g oups

1.4 Demonstrat ng Know edge of Resources

Ineffective	Minimally Effective	Effective	Highly Effective
Teache s unawa e o esou ces o c ass oom use ava ab e h ough he schoo o d s c	Teache d sp ays awa eness o esou ces ava ab e o c ass oom use h ough he schoo o d s c bu no know edge o esou ces ava ab e mo e b oad y	Teache d sp ays awa eness o esou ces ava ab e o c ass oom use h ough he schoo o d s c and some am a y w h esou ces ex e na o he schoo and on he n e ne	Teache s know edge o esou ces o c ass oom use s ex ens ve, nc ud ng hose ava ab e h ough he schoo o d s c , n he commun y, h ough p o ess ona o gan za ons and un ve s es, and on he n e ne

Teache s unawa e o esou ces o enhance con en and pedagog ca know edge ava ab e h ough he schoo o d s c	Teache d sp ays awa eness o esou ces o enhance con en and pedagog ca know edge ava ab e h ough he schoo o d s c bu no know edge o esou ces ava ab e mo e b oad y	Teache d sp ays awa eness o esou ces o enhance con en and pedagog ca know edge ava ab e h ough he schoo o d s c and some am a y w h esou ces ex e na o he schoo and on he n e ne	Teache s know edge o esou ces o enhance con en and pedagog ca know edge s ex ens ve, nc ud ng hose ava ab e h ough he schoo o d s c , n he commun y, h ough p o ess ona o gan za ons and un ve s es, and on he n e ne
Teache s unawa e o esou ces o s uden s ava ab e h ough he schoo o d s c	Teache d sp ays awa eness o esou ces o s uden s ava ab e h ough he schoo o d s c bu no know edge o esou ces ava ab e mo e b oad y	Teache d sp ays awa eness o esou ces o s uden s ava ab e h ough he schoo o d s c and some am a y w h esou ces ex e na o he schoo and on he n e ne	Teache s know edge o esou ces o s uden s s ex ens ve, nc ud ng hose ava ab e h ough he schoo o d s c , n he commun y, and on he n e ne

1.5 Des gn ng Coherent nstruct on

Ineffective	Minimally Effective	Effective	Highly Effective
ea n ng ac v es a e no su ab e o s uden s o o ns uc ona ou comes and a e no des gned o engage s uden s n ac ve n e ec ua ac v y	On y some o he ea n ng ac v es a e su ab e o s uden s o o he ns uc ona ou comes Some ep esen a mode a e cogn ve cha enge, bu w h no d e en a on o d e en s uden s	A o he ea n ng ac v es a e su ab e o s uden s o o he ns uc ona ou comes, and mos ep esen s gn can cogn ve cha enge, w h some d e en a on o d e en g oups o s uden s	ea n ng ac v es a e h gh y su ab e o d ve se ea ne s and suppo he ns uc ona ou comes They a e a des gned o engage s uden s n h gh- eve cogn ve ac v y and a e d e en a ed, as app op a e, o nd v dua ea ne s
Ma e a s and esou ces a e no su ab e o s uden s and do no suppo he ns uc ona ou comes o engage s uden s n mean ng u ea n ng	Some o he ma e a s and esou ces a e su ab e o s uden s, suppo he ns uc ona ou comes, and engage s uden s n mean ng u ea n ng	A o he ma e a s and esou ces a e su ab e o s uden s, suppo he ns uc ona ou comes, and a e des gned o engage s uden s n mean ng u ea n ng	A o he ma e a s and esou ces a e su ab e o s uden s, suppo he ns uc ona ou comes, and a e des gned o engage s uden s n mean ng u ea n ng The e s ev dence o app op a e use o echno ogy and o s uden pa c pa on n se ec ng o adap ng ma e a s
ns uc ona g oups do no suppo he ns uc ona ou comes and o e no va e y	ns uc ona g oups pa a y suppo he ns uc ona ou comes, w h an e o a p ov d ng some va e y	ns uc ona g oups a e va ed as app op a e o he s uden s and he d e en ns uc ona ou comes	ns uc ona g oups a e va ed as app op a e o he s uden s and he d e en ns uc ona ou comes The e s ev dence o s uden cho ce n se ec ng he d e en pa e ns o ns uc ona g oups
The esson o un has no c ea y de ned s uc u e, o he s uc u e s chao c Ac v es do no o ow an o gan zed p og ess on, and me a oca ons a e un ea s c	The esson o un has a ecogn zab e s uc u e, a hough he s uc u e s no un o m y ma n a ned h oughou P og ess on o ac v es s uneven, w h mos me a oca ons easonab e	The esson o un has a c ea y de ned s uc u e a ound wh ch ac v es a e o gan zed P og ess on o ac v es s even, w h easonab e me a oca ons	The esson s o un s s uc u e s c ea and a ows o d e en pa hways acco d ng o d ve se s uden needs The p og ess on o ac v es s h gh y cohe en

1.6 Des gn ng Student Assessments

Ineffective	Minimally Effective	Effective	Highly Effective

Assessmen p ocedu es a e no cong uen w h ns uc ona ou comes	Some o he ns uc ona ou comes a e assessed h ough he p oposed app oach, bu many a e no	A he ns uc ona ou comes a e assessed h ough he app oach o assessmen ; assessmen me hodo og es may have been adap ed o g oups o s uden s	P oposed app oach o assessmen s u y a gned w h he ns uc ona ou comes n bo h con en and p ocess Assessmen me hodo og es have been adap ed o nd v dua s uden s, as needed
P oposed app oach con a ns no c e a o s anda ds	Assessmen c e a and s anda ds have been deve oped, bu hey a e no c ea	Assessmen c e a and s anda ds a e c ea	Assessmen c e a and s anda ds a e c ea ; he e s ev dence ha he s uden s con bu ed o he deve opmen
Teache has no p an o nco po a e o ma ve assessmen n he esson o un	App oach o he use o o ma ve assessmen s ud men a y, nc ud ng on y some o he ns uc ona ou comes	Teache has a we -deve oped s a egy o us ng o ma ve assessmen and has des gned pa cu a app oaches o be used	App oach o us ng o ma ve assessmen s we des gned and nc udes s uden as we as eache use o he assessmen n o ma on
Teache has no p ans o use assessmen esu s n des gn ng u u e ns uc on	Teache p ans o use assessmen esu s o p an o u u e ns uc on o he c ass as a who e	Teache p ans o use assessmen esu s o p an o u u e ns uc on o g oups o s uden s	Teache p ans o use assessmen esu s o p an u u e ns uc on o nd v dua s uden s

Domain 2: The Classroom Environment (25.00%)

2.1 Creat ng an env ronment of respect and rapport

Ineffective	Minimally Effective	Effective	Highly Effective
Teache n e ac on w h a eas some s uden s s nega ve, demean ng, sa cas c, o napp op a e o he age o cu u e o he s uden s S uden s exh b d s espec o he eache	Teache -s uden n e ac ons a e gene a y app op a e bu may e ec occas ona ncons s enc es, avo sm, o d s ega d o s uden s cu u es S uden s exh b on y m n ma espec o he eache	Teache -s uden n e ac ons a e end y and demons a e gene a ca ng and espec Such n e ac ons a e app op a e o he age and cu u es o he s uden s S uden s exh b espec o he eache	Teache n e ac ons w h s uden s e ec genu ne espec and ca ng o nd v dua s as we as g oups o s uden s S uden s appea o us he eache w h sens ve n o ma on
S uden n e ac ons a e cha ac e zed by con c , sa casm, o pu -downs	S uden s do no demons a e d s espec o one ano he	S uden n e ac ons a e gene a y po e and espec u	S uden s demons a e genu ne ca ng o one ano he and mon o one ano he s ea men o pee s, co ec ng c assma es espec u y when needed

2.2 Estab sh ng a Cu ture for Learn ng

Ineffective	Minimally Effective	Effective	Highly Effective
Teache o s uden s convey a nega ve a ude owa d he con en , sugges ng ha s no mpo an o has been manda ed by o he s	Teache commun ca es mpo ance o he wo k bu w h e conv c on and on y m n ma appa en buy- n by he s uden s	Teache conveys genu ne en hus asm o he con en , and s uden s demons a e cons s en comm men o s va ue	S uden s demons a e h ough he ac ve pa c pa on, cu os y, and ak ng n a ve ha hey va ue he mpo ance o he con en
ns uc ona ou comes, ac v es and ass gnmen s, and c ass oom n e ac ons	ns uc ona ou comes, ac v es and ass gnmen s, and c ass oom n e ac ons	ns uc ona ou comes, ac v es and ass gnmen s, and c ass oom n e ac ons	ns uc ona ou comes, ac v es and ass gnmen s, and c ass oom n e ac ons

convey ow expec a ons o a eas some s uden s	convey on y modes expec a ons o s uden ea n ng and ach evemen	convey h gh expec a ons o mos s uden s	convey h gh expec a ons o a s uden s S uden s appea o have n e na zed hese expec a ons
S uden s demons a e e o no p de n he wo k They seem o be mo va ed by he des e o comp e e a ask a he han o do h gh-qua y wo k	S uden s m n ma y accep he espons b y o do good wo k bu nves e o he ene gy n o s qua y	S uden s accep he eache s ns s ence on wo k o h gh qua y and demons a e p de n ha wo k	S uden s demons a e a en on o de a and ake obv ous p de n he wo k, n a ng mp ovemen s n by, o examp e, ev s ng d a s on he own o he p ng pee s

2.3 Manag ng C assroom Procedures

Ineffective	Minimally Effective	Effective	Highly Effective
S uden s no wo k ng w h he eache a e no p oduc ve y engaged n ea n ng	S uden s n on y some g oups a e p oduc ve y engaged n ea n ng wh e unsupe v sed by he eache	Sma -g oup wo k s we o gan zed, and mos s uden s a e p oduc ve y engaged n ea n ng wh e unsupe v sed by he eache	Sma -g oup wo k s we o gan zed, and s uden s a e p oduc ve y engaged a a mes, w h s uden s assum ng espons b y o p oduc v y
T ans ons a e chao c, w h much me os be ween ac v es o esson segmen s	On y some ans ons a e e c en , esu ng n some oss o ns uc ona me	T ans ons occu smoo h y, w h e oss o ns uc ona me	T ans ons a e seam ess, w h s uden s assum ng espons b y n ensu ng he e c en ope a on
Ma e a s and supp es a e hand ed ne c en y, esu ng n s gn can oss o ns uc ona me	Rou nes o hand ng ma e a s and supp es unc on mode a e y we , bu w h some oss o ns uc ona me	Rou nes o hand ng ma e a s and supp es occu smoo h y, w h e oss o ns uc ona me	Rou nes o hand ng ma e a s and supp es a e seam ess, w h s uden s assum ng some espons b y o smoo h ope a on
Cons de ab e ns uc ona me s os n pe o m ng non- ns uc ona du es	Sys ems o pe o m ng non- ns uc ona du es a e on y a y e c en , esu ng n some oss o ns uc ona me	c en sys ems o pe o m ng non- ns uc ona du es a e n p ace, esu ng n m n ma oss o ns uc ona me	Sys ems o pe o m ng non- ns uc ona du es a e we es ab shed, w h s uden s assum ng cons de ab e espons b y o e c en ope a on
Vo un ee s and pa ap o ess ona s have no c ea y de ned du es and a e d e mos o he me	Vo un ee s and pa ap o ess ona s a e p oduc ve y engaged du ng po ons o c ass me bu equ e equen supe v s on	Vo un ee s and pa ap o ess ona s a e p oduc ve y and ndependen y engaged du ng he en e c ass	Vo un ee s and pa ap o ess ona s make a subs an ve con bu on o he c ass oom env onmen

2.4 Manag ng Student Behav or

Ineffective	Minimally Effective	Effective	Highly Effective
No s anda ds o conduc appea o have been es ab shed, o s uden s a e con used as o wha he s anda ds a e	S anda ds o conduc appea o have been es ab shed, and mos s uden s seem o unde s and hem	S anda ds o conduc a e c ea o a s uden s	S anda ds o conduc a e c ea o a s uden s and appea o have been deve oped w h s uden pa c pa on
S uden behav o s no mon o ed, and eache s unawa e o wha he s uden s a e do ng	Teache s gene a y awa e o s uden behav o bu may m ss he ac v es o some s uden s	Teache s a e o s uden behav o a a mes	Mon o ng by eache s sub e and p even ve S uden s mon o he own and he pee s behav o , co ec ng one ano he espec u y

Teache does no espond o m sbehav o , o he esponse s ncons s en , s ove y ep ess ve, o does no espec he s uden s d gn y	Teache a emp s o espond o s uden m sbehav o bu w h uneven esu s, o he e a e no majo n ac ons o he u es	Teache esponse o m sbehav o s app op a e and success u and espec s he s uden s d gn y, o s uden behav o s gene a y app op a e	Teache esponse o m sbehav o s h gh y e ec ve and sens ve o s uden s nd v dua needs, o s uden behav o s en e y app op a e

2.5 Organ z ng Phys ca Space

Ineffective	Minimally Effective	Effective	Highly Effective
The c ass oom s unsa e, o ea n ng s no access b e o some s uden s	The c ass oom s sa e, and a eas essen a ea n ng s access b e o mos s uden s	The c ass oom s sa e, and ea n ng s equa y access b e o a s uden s	The c ass oom s sa e, and s uden s hemse ves ensu e ha a ea n ng s equa y access b e o a s uden s
The u n u e a angemen h nde s he ea n ng ac v es, o he eache makes poo use o phys ca esou ces	Teache uses phys ca esou ces adequa e y The u n u e may be adjus ed o a esson, bu w h m ed e ec veness	Teache uses phys ca esou ces sk u y, and he u n u e a angemen s a esou ce o ea n ng ac v es	Bo h eache and s uden s use phys ca esou ces eas y and sk u y, and s uden s adjus he u n u e o advance he ea n ng

Domain 3: Instruction (25.00%)

3.1 Commun cat ng w th Students

Ineffective	Minimally Effective	Effective	Highly Effective
Teache s pu pose n a esson o un s unc ea o s uden s	Teache a emp s o exp a n he ns uc ona pu pose, w h m ed success	Teache s pu pose o he esson o un s c ea , nc ud ng whe e s s ua ed w h n b oade ea n ng	Teache makes he pu pose o he esson o un c ea , nc ud ng whe e s s ua ed w h n b oade ea n ng, nk ng ha pu pose o s uden n e es s
Teache s d ec ons and p ocedu es a e con us ng o s uden s	Teache s d ec ons and p ocedu es a e c a ed a e n a s uden con us on	Teache s d ec ons and p ocedu es a e c ea o s uden s	Teache s d ec ons and p ocedu es a e c ea o s uden s and an c pa e poss b e s uden m sunde s and ng
Teache s exp ana on o he con en s unc ea o con us ng o uses napp op a e anguage	Teache s exp ana on o he con en s uneven; some s done sk u y, bu o he po ons a e d cu o o ow	Teache s exp ana on o con en s app op a e and connec s w h s uden s know edge and expe ence	Teache s exp ana on o con en s mag na ve and connec s w h s uden s know edge and expe ence S uden s con bu e o exp a n ng concep s o he pee s
Teache s spoken anguage s naud b e, o w en anguage s eg b e Spoken o w en anguage con a ns e o s o g amma o syn ax Vocabu a y may be napp op a e, vague, o used nco ec y, eav ng s uden s con used	Teache s spoken anguage s aud b e, and w en anguage s eg b e Bo h a e used co ec y and con o m o s anda d ng sh Vocabu a y s co ec bu m ed o s no app op a e o he s uden s ages o backg ounds	Teache s spoken and w en anguage s c ea and co ec and con o ms o s anda d ng sh Vocabu a y s app o a e o he s uden s ages and n e es s	Teache s spoken and w en anguage s co ec and con o ms o s anda d ng sh s a so exp ess ve, w h we -chosen vocabu a y ha en ches he esson Teache nds oppo un es o ex end s uden s vocabu a es

3.2 Us ng Quest on ng and D scuss on Techn ques

Ineffective	Minimally Effective	Effective	Highly Effective
Teache s ques ons a e v ua y a o poo qua y, w h ow cogn ve cha enge and s ng e co ec esponses, and hey a e asked n ap d success on	Teache s ques ons a e a comb na on o ow and h gh qua y, posed n ap d success on On y some nv e a hough u esponse	Mos o he eache s ques ons a e o h gh qua y Adequa e me s p ov ded o s uden s o espond	Teache s ques ons a e o un o m y h gh qua y, w h adequa e me o s uden s o espond S uden s o mu a e many ques ons
n e ac on be ween eache and s uden s s p edom nan y ec a on s y e, w h he eache med a ng a ques ons and answe s	Teache makes some a emp o engage s uden s n genu ne d scuss on a he han ec a on, w h uneven esu s	Teache c ea es a genu ne d scuss on among s uden s, s epp ng as de when app op a e	S uden s assume cons de ab e espons b y o he success o he d scuss on, n a ng op cs and mak ng unso c ed con bu ons
A ew s uden s dom na e he d scuss on	Teache a emp s o engage a s uden s n he d scuss on, bu w h on y m ed success	Teache success u y engages a s uden s n he d scuss on	S uden s hemse ves ensu e ha a vo ces a e hea d n he d scuss on

3.3 Engag ng Students n Learn ng

Ineffective	Minimally Effective	Effective	Highly Effective
Ac v es and ass gnmen s a e napp op a e o s uden s age o backg ound S uden s a e no men a y engaged n hem	Ac v es and ass gnmen s a e app op a e o some s uden s and engage hem men a y, bu o he s a e no engaged	Mos ac v es and ass gnmen s a e app op a e o s uden s, and a mos a s uden s a e cogn ve y engaged n exp o ng con en	A s uden s a e cogn ve y engaged n he ac v es and ass gnmen s n he exp o a on o con en S uden s n a e o adap ac v es and p ojec s o enhance he unde s and ng
ns uc ona g oups a e napp op a e o he s uden s o o he ns uc ona ou comes	ns uc ona g oups a e on y pa a y app op a e o he s uden s o on y mode a e y success u n advanc ng he ns uc ona ou comes o he esson	ns uc ona g oups a e p oduc ve and u y app op a e o he s uden s o o he ns uc ona pu poses o he esson	ns uc ona g oups a e p oduc ve and u y app op a e o he s uden s o o he ns uc ona pu poses o he esson S uden s ake he n a ve o n uence he o ma on o adjus men o ns uc ona g oups
ns uc ona ma e a s and esou ces a e unsu ab e o he ns uc ona pu poses o do no engage s uden s men a y	ns uc ona ma e a s and esou ces a e on y pa a y su ab e o he ns uc ona pu poses, o s uden s a e on y pa a y men a y engaged w h hem	ns uc ona ma e a s and esou ces a e su ab e o he ns uc ona pu poses and engage s uden s men a y	ns uc ona ma e a s and esou ces a e su ab e o he ns uc ona pu poses and engage s uden s men a y S uden s n a e he cho ce, adap a on, o c ea on o ma e a s o enhance he ea n ng
The esson has no c ea y de ned s uc u e, o he pace o he esson s oo s ow o ushed, o bo h	The esson has a ecogn zab e s uc u e, a hough s no un o m y ma n a ned h oughou he esson Pac ng o he esson s ncons s en	The esson has a c ea y de ned s uc u e a ound wh ch he ac v es a e o gan zed Pac ng o he esson s gene a y app op a e	The esson s s uc u e s h gh y cohe en , a ow ng o e ec on and c osu e Pac ng o he esson s app op a e o a s uden s

3.4 Us ng Assessment n nstruct on

Ineffective	Minimally	Effective	Highly

	Effective		Effective
S uden s a e no awa e o he c e a and pe o mance s anda ds by wh ch he wo k w be eva ua ed	S uden s know some o he c e a and pe o mance s anda ds by wh ch he wo k w be eva ua ed	S uden s a e u y awa e o he c e a and pe o mance s anda ds by wh ch he wo k w be eva ua ed	S uden s a e u y awa e o he c e a and pe o mance s anda ds by wh ch he wo k w be eva ua ed and have con bu ed o he deve opmen o he c e a
Teache does no mon o s uden ea n ng n he cu cu um	Teache mon o s he p og ess o he c ass as a who e bu e c s no d agnos c n o ma on	Teache mon o s he p og ess o g oups o s uden s n he cu cu um, mak ng m ed use o d agnos c p omp s o e c n o ma on	Teache ac ve y and sys ema ca y e c s d agnos c n o ma on om nd v dua s uden s ega d ng he unde s and ng and mon o s he p og ess o nd v dua s uden s
Teache s eedback o s uden s s o poo qua y and no p ov ded n a me y manne	Teache s eedback o s uden s s uneven, and s me ness s ncons s en	Teache s eedback o s uden s s me y and o cons s en y h gh qua y	Teache s eedback o s uden s s me y and o cons s en y h gh qua y, and s uden s make use o he eedback n he ea n ng
S uden s do no engage n se -assessmen o mon o ng o p og ess	S uden s occas ona y assess he qua y o he own wo k aga ns he assessmen c e a and pe o mance s anda ds	S uden s equen y assess and mon o he qua y o he own wo k aga ns he assessmen c e a and pe o mance s anda ds	S uden s no on y equen y assess and mon o he qua y o he own wo k aga ns he assessmen c e a and pe o mance s anda ds bu a so make ac ve use o ha n o ma on n he ea n ng

3.5 Demonstrat ng F ex b ty and Respons veness

Ineffective	Minimally Effective	Effective	Highly Effective
Teache adhe es g d y o an ns uc ona p an, even when a change s c ea y needed	Teache a emp s o adjus a esson when needed, w h on y pa a y success u esu s	Teache makes a m no adjus men o a esson, and he adjus men occu s smoo h y	Teache success u y makes a majo adjus men o a esson when needed
Teache gno es o b ushes as de s uden s ques ons o n e es s	Teache a emp s o accommoda e s uden s ques ons o n e es s, a hough he pac ng o he esson s d s up ed	Teache success u y accommoda es s uden s ques ons o n e es s	Teache se zes a majo oppo un y o enhance ea n ng, bu d ng on s uden n e es s o a spon aneous even
When a s uden has d cu y ea n ng, he eache e he g ves up o b ames he s uden o he s uden s home env onmen	Teache accep s espons b y o he success o a s uden s bu has on y a m ed epe o e o ns uc ona s a eg es o d aw on	Teache pe s s s n seek ng app oaches o s uden s who have d cu y ea n ng, d aw ng on a b oad epe o e o s a eg es	Teache pe s s s n seek ng e ec ve app oaches o s uden s who need he p, us ng an ex ens ve epe o e o s a eg es and so c ng add ona esou ces om he schoo

Domain 4: Professional Responsibilities (25.00%)

4.1 Ref ect ng on Teach ng

Ineffective	Minimally Effective	Effective	Highly Effective
Teache does no know whe he a esson was	Teache has a gene a y accu a e mp ess on	Teache makes an accu a e assessmen o a	Teache makes a hough u and accu a e

e ec ve o ach eved s ns uc ona ou comes, o eache p o ound y m sjudges he success o a esson	o a esson s e ec veness and he ex en o wh ch ns uc ona ou comes we e me	esson s e ec veness and he ex en o wh ch ach eved s ns uc ona ou comes and can c e gene a e e ences o suppo he judgmen	assessmen o a esson s e ec veness and he ex en o wh ch ach eved s ns uc ona ou comes, c ng many spec c examp es om he esson and we gh ng he e a ve s eng hs o each
Teache has no sugges ons o how a esson cou d be mp oved ano he me he esson s augh	Teache makes gene a sugges ons abou how a esson cou d be mp oved ano he me he esson s augh	Teache makes a ew spec c sugges ons o wha cou d be ed ano he me he esson s augh	D aw ng on an ex ens ve epe o e o sk s, eache o e s spec c a e na ve ac ons, comp e e w h he p obab e success o d e en cou ses o ac on

4.2 Ma nta n ng Accurate Records

Ineffective	Minimally Effective	Effective	Highly Effective
Teache s sys em o ma n a n ng n o ma on on s uden comp e on o ass gnmen s s n d sa ay	Teache s sys em o ma n a n ng n o ma on on s uden comp e on o ass gnmen s s ud men a y and on y pa a y e ec ve	Teache s sys em o ma n a n ng n o ma on on s uden comp e on o ass gnmen s s u y e ec ve	Teache s sys em o ma n a n ng n o ma on on s uden comp e on o ass gnmen s s u y e ec ve S uden s pa c pa e n ma n a n ng he eco ds
Teache has no sys em o ma n a n ng n o ma on on s uden p og ess n ea n ng, o he sys em s n d sa ay	Teache s sys em o ma n a n ng n o ma on on s uden p og ess n ea n ng s ud men a y and on y pa a y e ec ve	Teache s sys em o ma n a n ng n o ma on on s uden p og ess n ea n ng s u y e ec ve	Teache s sys em o ma n a n ng n o ma on on s uden p og ess n ea n ng s u y e ec ve S uden s con bu e n o ma on and pa c pa e n n e p e ng he eco ds
Teache s eco ds o non- ns uc ona ac v es a e n d sa ay, esu ng n e o s and con us on	Teache s eco ds o non- ns uc ona ac v es a e adequa e, bu hey equ e equen mon o ng o avo d e o s	Teache s sys em o ma n a n ng n o ma on on non- ns uc ona ac v es s u y e ec ve	Teache s sys em o ma n a n ng n o ma on on non- ns uc ona ac v es s h gh y e ec ve, and s uden s con bu e o s ma n enance

4.3 Commun cat ng w th Fam es

Ineffective	Minimally Effective	Effective	Highly Effective
Teache p ov des e o no n o ma on abou he ns uc ona p og am o am es	Teache pa c pa es n he schoo s ac v es o am y commun ca on bu o e s e add ona n o ma on	Teache p ov des equen n o ma on o am es, as app op a e, abou he ns uc ona p og am	Teache p ov des equen n o ma on o am es, as app op a e, abou he ns uc ona p og am S uden s pa c pa e n p epa ng ma e a s o he am es
Teache p ov des m n ma n o ma on o am es abou nd v dua s uden s, o he commun ca on s napp op a e o he cu u es o he am es Teache does no espond, o esponds nsens ve y, o am y conce ns abou s uden s	Teache adhe es o he schoo s equ ed p ocedu es o commun ca ng w h am es Responses o am y conce ns a e m n ma o may e ec occas ona nsens v y o cu u a no ms	Teache commun ca es w h am es abou s uden s p og ess on a egu a bas s, espec ng cu u a no ms, and s ava ab e as needed o espond o am y conce ns	Teache p ov des n o ma on o am es equen y on s uden p og ess, w h s uden s con bu ng o he des gn o he sys em Response o am y conce ns s hand ed w h g ea p o ess ona and cu u a sens v y
Teache makes no a emp o engage	Teache makes modes and pa a y	Teache s e o s o engage am es n he	Teache s e o s o engage am es n he

am es n he ns uc ona p og am, o such e o s a e napp op a e	success u a emp s o engage am es n he ns uc ona p og am	ns uc ona p og am a e equen and success u	ns uc ona p og am a e equen and success u S uden s con bu e deas o p ojec s ha cou d be enhanced by am y pa c pa on

4.4 Part c pat ng n a Profess ona Commun ty

Ineffective	Minimally Effective	Effective	Highly Effective
Teache s e a onsh ps w h co eagues a e nega ve o se -se v ng	Teache ma n a ns co d a e a onsh ps w h co eagues o u du es ha he schoo o d s c equ es	Re a onsh ps w h co eagues a e cha ac e zed by mu ua suppo and coope a on	Re a onsh ps w h co eagues a e cha ac e zed by mu ua suppo and coope a on Teache akes n a ve n assum ng eade sh p among he acu y
Teache avo ds pa c pa on n a cu u e o nqu y, es s ng oppo un es o become nvo ved	Teache becomes nvo ved n he schoo s cu u e o nqu y when nv ed o do so	Teache ac ve y pa c pa es n a cu u e o p o ess ona nqu y	Teache akes a eade sh p o e n p omo ng a cu u e o p o ess ona nqu y
Teache avo ds becom ng nvo ved n schoo even s	Teache pa c pa es n schoo even s when spec ca y asked	Teache vo un ee s o pa c pa e n schoo even s, mak ng a subs an a con bu on	Teache vo un ee s o pa c pa e n schoo even s, mak ng a subs an a con bu on, and assumes a eade sh p o e n a eas one aspec o schoo e
Teache avo ds becom ng nvo ved n schoo and d s c p ojec s	Teache pa c pa es n schoo and d s c p ojec s when spec ca y asked	Teache vo un ee s o pa c pa e n schoo and d s c p ojec s, mak ng a subs an a con bu on	Teache vo un ee s o pa c pa e n schoo and d s c p ojec s, mak ng a subs an a con bu on, and assumes a eade sh p o e n a majo schoo o d s c p ojec

4.5 Grow ng and Deve op ng Profess ona y

Ineffective	Minimally Effective	Effective	Highly Effective
Teache engages n no p o ess ona deve opmen ac v es o enhance know edge o sk	Teache pa c pa es n p o ess ona ac v es o a m ed ex en when hey a e conven en	Teache seeks ou oppo un es o p o ess ona deve opmen o enhance con en know edge and pedagog ca sk	Teache seeks ou oppo un es o p o ess ona deve opmen and makes a sys ema c e o o conduc ac on esea ch
Teache es s s eedback on each ng pe o mance om e he supe v so s o mo e expe enced co eagues	Teache accep s, w h some e uc ance, eedback on each ng pe o mance om bo h supe v so s and p o ess ona co eagues	Teache we comes eedback om co eagues when made by supe v so s o when oppo un es a se h ough p o ess ona co abo a on	Teache seeks ou eedback on each ng om bo h supe v so s and co eagues
Teache makes no e o o sha e know edge w h o he s o o assume p o ess ona espons b es	Teache nds m ed ways o con bu e o he p o ess on	Teache pa c pa es ac ve y n ass s ng o he educa o s	Teache n a es mpo an ac v es o con bu e o he p o ess on

4.6 Show ng Profess ona sm

Ineffective	Minimally Effective	Effective	Highly Effective
Teache d sp ays d shones y n n e ac ons w h co eagues, s uden s, and he pub c	Teache s hones n n e ac ons w h co eagues, s uden s, and he pub c	Teache d sp ays h gh s anda ds o hones y, n eg y, and con den a y n n e ac ons w h co eagues, s uden s, and he pub c	Teache can be coun ed on o ho d he h ghes s anda ds o hones y, n eg y, and con den a y and akes a eade sh p o e w h co eagues
Teache s no a e o s uden s needs	Teache s a emp s o se ve s uden s a e ncons s en	Teache s ac ve n se v ng s uden s	Teache s h gh y p oac ve n se v ng s uden s, seek ng ou esou ces when needed
Teache con bu es o schoo p ac ces ha esu n some s uden s be ng se ved by he schoo	Teache does no know ng y con bu e o some s uden s be ng se ved by he schoo	Teache wo ks o ensu e ha a s uden s ece ve a a oppo un y o succeed	Teache makes a conce ed e o o cha enge nega ve a udes o p ac ces o ensu e ha a s uden s, pa cu a y hose ad ona y unde se ved, a e hono ed n he schoo
Teache makes dec s ons and ecommenda ons based on se -se v ng n e es s	Teache s dec s ons and ecommenda ons a e based on m ed hough genu ne y p o ess ona cons de a ons	Teache ma n a ns an open m nd and pa c pa es n eam o depa men a dec s on mak ng	Teache akes a eade sh p o e n eam o depa men a dec s on mak ng and he ps ensu e ha such dec s ons a e based on he h ghes p o ess ona s anda ds
Teache does no comp y w h schoo and d s c egu a ons	Teache comp es m n ma y w h schoo and d s c egu a ons, do ng jus enough o ge by	Teache comp es u y w h schoo and d s c egu a ons	Teache comp es u y w h schoo and d s c egu a ons, ak ng a eade sh p o e w h co eagues

Attachment X Start-up Plan

Task Category	Task Description	Persons Responsible	Action Plan	Due Date
Compliance and Accountability	Negotiate contract with ESP.	Board	Negotiate and finalize agreement with ESP.	July - August 2022
Compliance and Accountability	Conduct Board meetings in compliance with open meetings statute.	School Management Team; Board Chair	Develop a board meeting calendar with report deadlines included. Following the By-laws, the Board will vote on roles of members. Identify board members' areas of expertise to serve on board committees.	Upon Charter approval by Commission.
Compliance and Accountability	Develop Board Policies	School Management Team; Board	Begin to develop board policies according to applicable law.	Fall 2022
Compliance and Accountability	Board Retreat/Training	ESP/Consultant; Board	Provide Board training on governance and supervision/evaluation of ESP.	Fall 2022
Recruitment/Admissions/Enrollment	School logo/letterhead created	ESP	ESP to work to develop School logo for Board approval.	Fall 2022
Recruitment/Admissions/Enrollment	Website URL	ESP	Create public facing school website.	12/15/2022
HR	Recruiting and Hiring Plan/Timeline	ESP; Board	Confirm Staff Hiring Timeline prioritizing School Director as the number one priority to be at the start of the new calendar year. Develop screening procedures for hiring faculty and volunteers; employment agreement created.	2/15/2023
Recruitment/Admissions/Enrollment	Social media setup	ESP	ESP to aide in setting up school Facebook, Twitter, and other social media accounts for school.	Spring 2023
HR	Interview timeline - sequence hiring priority	ESP; Board	Create interview questions, non-negotiables and interviewer script.	5/1/2023
Finance	FY23-24 Planning Year Budget	ESP Finance; School Management Team; Board	Finalize Planning Year Budget.	6/30/2023
Finance	Board Reporting	ESP Finance	Set-up and submit applicable financial reports to Board.	Fall 2023
Finance	Authorizer Reporting	ESP Finance	Set up and generate reports for Authorizer as required.	Fall 2023
HR	Recruiting and Hiring Plan/Timeline	ESP; Board	Determine market salaries for Admin & Teaching staff.	10/1/2023
Operations	Confirm school address/phone/fax	ESP	Confirm phone/fax number, and ensure that this information is published on the website.	12/15/2023
Finance	Finalize Financial Policies and Procedures	ESP Finance/School Management Team/School Director; Board	Complete and Board approve Financial Policies Manual according to GAAP, LEA reporting and accounting policies.	3/31/2024

Finance / Acctg	Payroll Set-Up	ESP Finance & HR; Board	Identify and secure agreement with Professional Employment Organization (PEO).	2/1/2024
HR	Hire School Director	ESP	Review all candidates, interview and hire the most qualified School Director.	2/1/2024
Recruitment/Admissions/Enrollment	School information sessions	ESP	Virtual and in-person (if applicable) information sessions to be held to inform community about school.	2/1/2024
Finance	FY24-25 Preliminary Budget	ESP Finance; Board	Finance/Budget Committee/Treasurer & ESP will prepare and present Budget for consideration and approval.	3/31/2024
Finance	FY24-25 Final Budget - Board Approval	ESP Finance; School Management Team; Board	Finalize and submit 2024-2025 Budget for approval.	6/30/2024
Compliance and Accountability	Procure Auditor Services	ESP Finance in collaboration with Board	Identify an auditor (External).	3/31/2024
Operations	Staff/ Teacher Handbook	ESP; School Management Team; Board	Develop Teacher Handbook including Safe Schools Policies, Crisis Management, Appropriate Use of Technology, Educator Standards, Required Conduct and Reporting and Parent Student Handbook that includes Student Code of Conduct, Grading Scales, Course Progressions, Graduation Requirements, Attendance/Truancy Policies, Bullying (Cyber included), Safe School policies, etc.	4/1/2024
Facility	Office Space Search	Board; ESP	Commence office space search: Build on application real estate survey and outline current specs for office space needs and contract with a broker to locate available space for the school office.	February-March 2024
IT	Procurement for IT services	ESP	Identify IT Infrastructure Service Providers (Internet Service, Phone system).	4/1/2024
Facility	Office Set UP	ESP	Install IT Infrastructure (Internet Service, Phone system), Office furniture and set up.	April - May 2024
HR	Hire School Administration	ESP	Recruit and hire all academic administrators including special programs and operations.	5/1/2024
HR	Recruit and Hire Teaching staff	ESP; Board	Implement staffing plan including hiring ensuring all positions are posted by March, with plans to interview and hire in April, May, and June.	6/1/2024

Student and Family Engagement	Student Onboarding Plan	School Management Team	To ensure all students have a successful start to the new school year, establish an onboarding plan for all new students including opportunities in the summer to meet other new families. Ensure that all students who have a 504, IEP, ELL plan and/or qualify under McKinney Vento meet the applicable law and are served according to their individual needs.	6/1/2024
School Staff	Teacher Training and Professional Development	School Management Team	Follow Professional Development to ensure that all staff are prepared to serve students on the first day of school.	7/15/2024
CTE/Product Management	Develop CTE advisory council	School Management Team; Board; ESP CTE Team	Identify and interview business and industry leaders for Advisory Council.	Fall 2023/Spring 2024
Special Education	Related Services Providers	School Management Team; Board	Coordinate with HIDOE on Related Service Providers	Spring 2024
Compliance and Accountability	Procure Insurance provider	Board; ESP Finance	Identify Insurance Provider for Board Directors & Officers, General Liability and School coverages.	3/31/2024
Recruitment/Admissions/Enrollment	Event schedule	ESP	ESP will plan virtual and face-to-face events (if applicable) to engage families throughout the school year.	Spring 2024
Compliance and Accountability	Background Checks	ESP	Criminal Background checks will be complete within 90 days of charter approval; 14 days prior to appointment for all new board members. Register with Bureau of Criminal Investigation (done).	Upon Charter approval by Commission.

ATTACHMENT Z
FUNDS COMMITTED

Stride

January 30, 2022

Leaders for Hawaii's Future
c/o Board President Nona Tamanaha
1301 Punchbowl Street
Honolulu, Hawaii 96813

Dear Board of Directors:

This letter is to affirm K12 Virtual School LLC's ("K12") financial commitment to Leaders for Hawaii's Future ("Board"), pursuant to the draft Educational Products and Services Agreement ("Agreement") between the parties assuming the parties execute the Agreement. Once executed, in accordance with the Agreement, K12 could provide startup costs and advances subject to the terms of the Agreement.

K12 has reviewed the Board's school budget and believes that it accurately reflects the timing and amounts necessary for a successful school launch. Should the Board, however, require further funds to pay for school start-up expenses arising during the term, and the Board is unable to secure funding from other sources, then, at the Board's discretion, K12 may advance the Board an amount to allow payment of such expenses on a timely basis as provided for within an executed Agreement.

Best regards,

DocuSigned by:
Tim Medina
Tim Medina
Chief Financial Officer

Stridelearning.com
[redacted]

Exhibit 2: Statement of Assurances Form

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

- [x] will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- [x] will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- [x] will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- [x] will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- [x] will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- [x] will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- [x] will comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- [x] will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- [x] will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

- [x] will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- [x] will follow any federal and state court orders in place in the local school district;
- [x] will comply with federal and state applicable health and safety standards;
- [x] will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- [x] will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
  - (1) will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- [x] will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- [x] will maintain its accounts and records in accordance with generally accepted accounting principles;
- [x] will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- [x] will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School: Lima No'eau Career Academy

Name of Authorized Representative: Nona Tamanaha

I, the undersigned, do hereby agree to the assurances contained above.

[redacted] 1-24-2022

Signature of Authorized Representative Date

Final Review Checklist

Initial each item to indicate that it has been completed.

- ☑ A copy of the application and all of its attachments has been saved for your records.
- ☑ All required attachments have been submitted.
- ☑ The application adheres to all applicable page and word limits.
- ☑ All elements of the application have been converted to proper format for submission.
- ☑ Application does not contain handwritten parts (other than signatures).
- ☑ Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.

Attachment FF

ATTACHMENT FF: ACADEMIC PERFORMANCE DATA, ESP. CHARTE

Section 1: Academic Achievemer

Color Key
Blue- District School
Ye low= Dropout Recovery/Alternative Education Focus
White= Charter School

State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Alabama	K-12	Alabama Virtual Academy at Eufaula City Schools	No School	Overall= 37.67% African American= 29.53% Amer. Indian/Alaskan Native= 26.92% Asian= 43.45% Hispanic/Latino= 32.05% Native Hawaiian/Pac. Islander= 20% Two or More Races= Caucasian= 41.40% English Language Learners= 7.69% Students with Disabilities= 16.23% Economically Disadvantaged= 30.86%	No State Testing	Overall= 44.43% African American= 36.34% Amer. Indian/Alaskan Native= 45% Asian= 65.22% Hispanic/Latino= 40% Native Hawaiian/Pac. Islander= 0% Two or More Races= n-size Caucasian= 49.07% English Language Learners= 35.29% Students with Disabilities= 16.12% Economically Disadvantaged= 35.09%	No School	Overa l= 19.70% African American= 11.61% Amer. Indian/Alaskan Native= 23.08% Asian= 36.36% Hispanic/Latino= 18.42% Native Hawaiian/Pac. Islander= 0% Two or More Races= n-size Caucasian= 23.13% English Language Learners= 0% Students with Disabi ities= 6.06% Economica ly Disadvantaged= 13.73%	No State Testing	Overall= 11.07% African American= 5.17% Amer. Indian/Alaskan Native= 0% Asian= 39.13% Hispanic/Latino= 11.58% Native Hawaiian/Pac. Islander= 0% Two or More Races= n-size Caucasian= 14.32% English Language Learners= 11.76% Students with Disabilities= 2.69% Economically Disadvantaged= 5.37%
Arizona	7-12	Insight Academy of Arizona	Overall= 22% African American= 11% American Indian/Alaskan Native= 12% Asian= n-size Hispanic/Latino= 14% Native Hawaiian/Pacific Islander= n-size Two or More Races= n-size Caucasian= 24% English Language Learners= n-size Students with Disabilities= 4% Economically Disadvantaged= 21%	Overall= 24% African American= 27% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 21% Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 23% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 23%	No State Testing	Overall= 21% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 23% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 19%	Overall= 11% African American= 2% American Indian/Alaskan Native= 10% Asian= n-size Hispanic/Latino= 6% Native Hawaiian/Pacific Islander= n-size Two or More Races= 15% Caucasian= 11% English Language Learners= n-size Students with Disabilities= 3% Economically Disadvantaged= 10%	Overa l= 11% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 13% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 11%	No State Testing	Overall= 10% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 12% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 10%
Arizona	K-12	Arizona Virtual Academy	Overall= 39% African American= 25% American Indian/Alaskan Native= 27% Asian= 44% Hispanic/Latino= 36% Native Hawaiian/Pacific Islander= n-size Two or More Races= 44% Caucasian= 42% English Language Learners= 4% Students with Disabilities= 15% Economically Disadvantaged= 33%	Overall= 41% African American= 30% Amer. Indian/Alaskan Native= 30% Asian= 60% Hispanic/Latino= 35% Native Hawaiian/Pac. Islander= n-size Two or More Races= 47% Caucasian= 46% English Language Learners= n-size Students with Disabilities= 19% Economically Disadvantaged= 35%	No State Testing	Overall= 38% African American= 28% Amer. Indian/Alaskan Native= 32% Asian= 58% Hispanic/Latino= 34% Native Hawaiian/Pac. Islander= n-size Two or More Races= 42% Caucasian= 42% English Language Learners= n-size Students with Disabilities= 13% Economically Disadvantaged= 34%	Overall= 26% African American= 16% American Indian/Alaskan Native= 19% Asian= 57% Hispanic/Latino= 20% Native Hawaiian/Pacific Islander= n-size Two or More Races= 23% Caucasian= 29% English Language Learners= 10% Students with Disabilities= 13% Economically Disadvantaged= 21%	Overa l= 24% African American= 13% Amer. Indian/Alaskan Native= 25% Asian= 60% Hispanic/Latino= 18% Native Hawaiian/Pac. Islander= n-size Two or More Races= 24% Caucasian= 29% English Language Learners= n-size Students with Disabi ities= 14% Economica ly Disadvantaged= 18%	No State Testing	Overall= 19% African American= 9% Amer. Indian/Alaskan Native= 25% Asian= 44% Hispanic/Latino= 13% Native Hawaiian/Pac. Islander= n-size Two or More Races= 19% Caucasian= 23% English Language Learners= n-size Students with Disabilities= 10% Economically Disadvantaged= 16%
Arkansas	K-5	Arkansas Virtual Academy Elementary	Overall= 32.34% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33.93% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 29.72%	Overall= 25.71% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 25.82% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 18.42%	No State Testing	Overall= 24.23% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 26.60% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 18.14%	Overall= 38.94% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 41.96% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 35.38%	Overa l= 34.48% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 34.02% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 28.07%	No State Testing	Overall= 30.83% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 34.64% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 24.12%
Arkansas	9-12	Arkansas Virtual Academy High School	Overall= 44.04% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44.11% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 42.18%	Overall= 6.71% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 38.76% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 34.09%	No State Testing	Overall= 32.73% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33.88% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 27.35%	Overall= 17.35% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 21.13% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 17.96%	Overa l= 17.84% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 20.94% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 15.85%	No State Testing	Overall= 15.86% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 17.36% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 12.06%
Arkansas	6-8	Arkansas Virtual Academy Middle	Overall= 42.36% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 41.50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 39.71%	Overall= 6.89% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 39.96% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 32.16%	No State Testing	Overall= 35.74% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 37.91% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 30.71%	Overall= 33.80% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 34.82% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 28.31%	Overa l= 32.87% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 34.77% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 27.57%	No State Testing	Overall= 28.42% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 32.01% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 20.86%

Attachment FF

State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
California	9-12	Insight Schools of California	Overall= 26.99% African American= 23.81% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 21.43% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33.34% English Language Learners= 16.67% Students with Disabilities= 26.09% Economically Disadvantaged= 20.25%	Overall= 20.51% African American= 25% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 17.55% English Language Learners= 22.22% Students with Disabilities= 4% Economically Disadvantaged= 22.37%	No State Testing	Not Yet Pub ic	Overall= 1.60% African American= 4.76% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 0% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 0% English Language Learners= 5.56% Students with Disabilities= 0% Economically Disadvantaged= 1.27%	Overa l= .87% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 0% English Language Learners= 0% Students with Disabi ities= 0% Economica ly Disadvantaged= 1.33%	No State Testing	Not Yet Pub ic
California	9-12	Insight Schools of California @ San Diego	Overall= 22.67% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13.34% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 18.36% English Language Learners= 14.29% Students with Disabilities= 5.56% Economically Disadvantaged= 21.56%	Overall= 25% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 20.59% English Language Learners= n-size Students with Disabilities= 23.53% Economically Disadvantaged= 20.83%	No State Testing	Not Yet Pub ic	Overall= 2.67% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 0% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 0% English Language Learners= 7.14% Students with Disabilities= 0% Economically Disadvantaged= 3.92%	Overa l= 1.47% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 0% English Language Learners= n-size Students with Disabi ities= 5.88% Economica ly Disadvantaged= 0%	No State Testing	Not Yet Pub ic
California	9-12	Insight Schools of California @ San Joaquin	Overall= 18.91% African American= 18.91% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 6.25% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 21.63% English Language Learners= n-size Students with Disabilities= 9.09% Economically Disadvantaged= 10.52%	Overall= 21.21% African American= 7.69% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 16% English Language Learners= 25% Students with Disabilities= 5.88% Economically Disadvantaged= 18.18%	No State Testing	Not Yet Pub ic	Overall= 4.11% African American= 4.11% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 0% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 5.56% English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 2.70%	Overa l= 0% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 0% English Language Learners= 0% Students with Disabi ities= 0% Economica ly Disadvantaged= 0%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Fresno	Overall= 38% African American= 40.63% Amer. Indian/Alaskan Native= 14.28% Asian= 30.77% Hispanic/Latino= 43.21% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33.83% English Language Learners= 33.33% Students with Disabilities= 3.23% Economically Disadvantaged= 32.73%	Not Yet Pub ic	No State Testing	Not Yet Pub ic	Overall= 17.75% African American= 6.25% Amer. Indian/Alaskan Native= 7.14% Asian= 30.77% Hispanic/Latino= 19.51% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 16.93% English Language Learners= 16.67% Students with Disabilities= 6.06% Economically Disadvantaged= 13.12%	Not Yet Pub ic	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Kings	Overall= 29.89% African American= 28.57% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 29.63% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 29.20% English Language Learners= 15.63% Students with Disabilities= 0% Economically Disadvantaged= 19.57%	Overall= 6.73% African American= 16.67% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 30.43% Native Hawaiian/Pac. Islander= n-size Two or More Races= 45.45% Caucasian= 41.08% English Language Learners= 12.12% Students with Disabilities= 5.88% Economically Disadvantaged= 30%	No State Testing	Not Yet Pub ic	Overall= 13.71% African American= 21.43% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 3.70% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 11.40% English Language Learners= 16.13% Students with Disabilities= 4.17% Economically Disadvantaged= 8.69%	Overa l= 13.83% African American= 5.56% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13.05% Native Hawaiian/Pac. Islander= n-size Two or More Races= 18.18% Caucasian= 14.07% English Language Learners= 3.03% Students with Disabi ities= 6.25% Economica ly Disadvantaged= 7.34%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Los Angeles	Overall= 39.56% African American= 23.69% Amer. Indian/Alaskan Native= 21.74% Asian= 60.41% Hispanic/Latino= 38.17% Native Hawaiian/Pac. Islander= 30.77% Two or More Races= 51.48% Caucasian= 44.02% English Language Learners= 32.56% Students with Disabilities= 13.55% Economically Disadvantaged= 32.24%	Overall= 6.56% African American= 23.15% Amer. Indian/Alaskan Native= 13.34% Asian= 47.45% Hispanic/Latino= 38.98% Native Hawaiian/Pac. Islander= 25% Two or More Races= 44.36% Caucasian= 40.57% English Language Learners= 6.26% Students with Disabilities= 13.33% Economically Disadvantaged= 30.55%	No State Testing	Not Yet Pub ic	Overall= 15.62% African American= 6.74% Amer. Indian/Alaskan Native= 0% Asian= 41.67% Hispanic/Latino= 13.10% Native Hawaiian/Pac. Islander= 23.07% Two or More Races= 22.55% Caucasian= 16.94% English Language Learners= 8.19% Students with Disabilities= 5.17% Economically Disadvantaged= 11.15%	Overa l= 15.46% African American= 7.77% Amer. Indian/Alaskan Native= 3.45% Asian= 33.89% Hispanic/Latino= 13.98% Native Hawaiian/Pac. Islander= 18.75% Two or More Races= 17.29% Caucasian= 19.55% English Language Learners= 12.80% Students with Disabi ities= 5.48% Economica ly Disadvantaged= 10.96%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Maricopa	Overall= 33.15% African American= 26.12% Amer. Indian/Alaskan Native= 33.72% Asian= 44% Hispanic/Latino= 32.24% Native Hawaiian/Pac. Islander= n-size Two or More Races= 29.03% Caucasian= 35.42% English Language Learners= 28.17% Students with Disabilities= 9.68% Economically Disadvantaged= 28.78%	Not Yet Pub ic	No State Testing	Not Yet Pub ic	Overall= 12.90% African American= 8.93% Amer. Indian/Alaskan Native= 7.14% Asian= 24% Hispanic/Latino= 13.33% Native Hawaiian/Pac. Islander= n-size Two or More Races= 6.66% Caucasian= 14.37% English Language Learners= 12.68% Students with Disabilities= 3.23% Economically Disadvantaged= 11.52%	Not Yet Pub ic	No State Testing	Not Yet Pub ic

Attachment FF

State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
California	K-12	Cal fornia Virtual Academy @ San Diego	Overall= 40.23% African American= 25.71% Amer. Indian/Alaskan Native= 23.08% Asian= 56.76% Hispanic/Latino= 42.51% Native Hawaiian/Pac. Islander= 41.67% Two or More Races= 6.08% Caucasian= 42.16% English Language Learners= 27.97% Students with Disabilities= 15.65% Economically Disadvantaged= 36.23%	Overall= 41.10% African American= 33.81% Amer. Indian/Alaskan Native= 35.29% Asian= 47.06% Hispanic/Latino= 43.51% Native Hawa ian/Pac. Islander= n-size Two or More Races= 42.35% Caucasian= 41.72% English Language Learners= 27.13% Students with Disabilities= 12.41% Economically Disadvantaged= 34.70%	No State Testing	Not Yet Pub ic	Overall= 16.39% African American= 7.80% Amer. Indian/Alaskan Native= 3.85% Asian= 27.03% Hispanic/Latino= 13.32% Native Hawaiian/Pac. Islander= 8.33% Two or More Races= 21.65% Caucasian= 18.03% English Language Learners= 7.63% Students with Disabilities= 7.02% Economically Disadvantaged= 12.27%	Overa l= 19.91% African American= 10.07% Amer. Indian/Alaskan Native= 12.12% Asian= 23.53% Hispanic/Latino= 23.76% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20.00% Caucasian= 21.28% English Language Learners= 10% Students with Disabi ities= 4. 8% Economica ly Disadvantaged= 13.25%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ San Joaquin	Overall= 37.99% African American= 32.59% Amer. Indian/Alaskan Native= n-size Asian= 52.94% Hispanic/Latino= 31.75% Native Hawaiian/Pac. Islander= 21.43% Two or More Races= 51.79% Caucasian= 36.76% English Language Learners= 37.14% Students with Disabilities= 12.50% Economically Disadvantaged= 30.39%	Overall= 37.16% African American= 28.86% Amer. Indian/Alaskan Native= 38.10% Asian= 36.37% Hispanic/Latino= 34.33% Native Hawa ian/Pac. Islander= n-size Two or More Races= 41.67% Caucasian= 36.14% English Language Learners= 8.17% Students with Disabilities= 5.81% Economically Disadvantaged= 30.25%	No State Testing	Not Yet Pub ic	Overall= 16.43% African American= 10.37% Amer. Indian/Alaskan Native= n-size Asian= 37.26% Hispanic/Latino= 11.49% Native Hawaiian/Pac. Islander= 7.14% Two or More Races= 23.64% Caucasian= 15.24% English Language Learners= 14.15% Students with Disabilities= 5.64% Economically Disadvantaged= 13.10%	Overa l= 17.69% African American= 11.41% Amer. Indian/Alaskan Native= 23.81% Asian= 41.82% Hispanic/Latino= 13.64% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20.83% Caucasian= 14.69% English Language Learners= 7.63% Students with Disabi ities= 2.40% Economica ly Disadvantaged= 10.77%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ San Mateo	Overall= 45.58% African American= 33.33% Amer. Indian/Alaskan Native= n-size Asian= 80.43% Hispanic/Latino= 38% Native Hawaiian/Pac. Islander= 25% Two or More Races= 45.45% Caucasian= 42.60% English Language Learners= 35.53% Students with Disabilities= 20.75% Economically Disadvantaged= 31.08%	Overall= 45.33% African American= 24.53% Amer. Indian/Alaskan Native= 12.50% Asian= 63.64% Hispanic/Latino= 47.62% Native Hawa ian/Pac. Islander= 27.27% Two or More Races= 57.45% Caucasian= 46.44% English Language Learners= 43.75% Students with Disabilities= 21.06% Economically Disadvantaged= 39.05%	No State Testing	Not Yet Pub ic	Overall= 27.35% African American= 11.11% Amer. Indian/Alaskan Native= n-size Asian= 63.82% Hispanic/Latino= 20.41% Native Hawaiian/Pac. Islander= 8.33% Two or More Races= 33.33% Caucasian= 24.85% English Language Learners= 22.37% Students with Disabilities= 7.69% Economically Disadvantaged= 13.64%	Overa l= 26.38% African American= 14% Amer. Indian/Alaskan Native= 6.67% Asian= 54.55% Hispanic/Latino= 19.05% Native Hawaiian/Pac. Islander= n-size Two or More Races= 34.04% Caucasian= 24.63% English Language Learners= 22.78% Students with Disabi ities= 5.46% Economica ly Disadvantaged= 19.52%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Sonoma	Overall= 32.89% African American= 21.62% Amer. Indian/Alaskan Native= n-size Asian= 42.86% Hispanic/Latino= 26.32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 46.43% Caucasian= 34.05% English Language Learners= 18.19% Students with Disabilities= 14.28% Economically Disadvantaged= 27.17%	Overall= 8.25% African American= 19.43% Amer. Indian/Alaskan Native= n-size Asian= 54.54% Hispanic/Latino= 36% Native Hawa ian/Pac. Islander= n-size Two or More Races= 57.14% Caucasian= 37.42% English Language Learners= 48.48% Students with Disabilities= 14.64% Economically Disadvantaged= 37.15%	No State Testing	Not Yet Pub ic	Overall= 15.88% African American= 10.81% Amer. Indian/Alaskan Native= n-size Asian= 14.29% Hispanic/Latino= 8.93% Native Hawaiian/Pac. Islander= n-size Two or More Races= 28.57% Caucasian= 16.43% English Language Learners= 4.55% Students with Disabilities= 6.38% Economically Disadvantaged= 11.63%	Overa l= 16.61% African American= 5.56% Amer. Indian/Alaskan Native= n-size Asian= 36.36% Hispanic/Latino= 8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 33.33% Caucasian= 15.48% English Language Learners= 18.18% Students with Disabi ities= 9.76% Economica ly Disadvantaged= 15.22%	No State Testing	Not Yet Pub ic
California	K-12	Cal fornia Virtual Academy @ Sutter	Overall= 37.21% African American= 25.32% Amer. Indian/Alaskan Native= 23.07% Asian= 51.72% Hispanic/Latino= 28.31% Native Hawaiian/Pac. Islander= n-size Two or More Races= 44.73% Caucasian= 39.16% English Language Learners= 34.88% Students with Disabilities= 12.50% Economically Disadvantaged= 32.22%	Overall= 37.02% African American= 25% Amer. Indian/Alaskan Native= n-size Asian= 67.85% Hispanic/Latino= 28.13% Native Hawa ian/Pac. Islander= n-size Two or More Races= 37.5% Caucasian= 38.2% English Language Learners= 43.14% Students with Disabilities= 16.05% Economically Disadvantaged= 31.57%	No State Testing	Not Yet Pub ic	Overall= 18.19% African American= 8.97% Amer. Indian/Alaskan Native= 15.38% Asian= 28.57% Hispanic/Latino= 9.43% Native Hawaiian/Pac. Islander= n-size Two or More Races= 26.31% Caucasian= 19.09% English Language Learners= 11.63% Students with Disabilities= 7.93% Economically Disadvantaged= 13.18%	Overa l= 13.99% African American= 6.06% Amer. Indian/Alaskan Native= n-size Asian= 32.15% Hispanic/Latino= 6.25% Native Hawaiian/Pac. Islander= n-size Two or More Races= 5.12% Caucasian= 16.6% English Language Learners= 13.72% Students with Disabi ities= 7.41% Economica ly Disadvantaged= 12.50%	No State Testing	Not Yet Pub ic
California	K-12	iQ Academy California-Los Angeles	Overall= 43.25% African American= 20.76% Amer. Indian/Alaskan Native= n-size Asian= 81.81% Hispanic/Latino= 43.33% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 46.84% English Language Learners= 38.89% Students with Disabilities= 11.11% Economically Disadvantaged= 39.63%	Overall= 8.84% African American= 34.25% Amer. Indian/Alaskan Native= 28.57% Asian= 35.71% Hispanic/Latino= 40.63% Native Hawa ian/Pac. Islander= n-size Two or More Races= 41.38% Caucasian= 39.58% English Language Learners= 31.34% Students with Disabilities= 10.34% Economically Disadvantaged= 35.61%	No State Testing	Not Yet Pub ic	Overall=19.66% African American= 18.52% Amer. Indian/Alaskan Native= n-size Asian= 43.45% Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= 28.58% Caucasian= 15.46% English Language Learners= 11.42% Students with Disabilities= 3.70% Economically Disadvantaged= 18.45%	Overa l= 13.50% African American= 13.7% Amer. Indian/Alaskan Native= 14.28% Asian= 14 29% Hispanic/Latino= 9.09% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20.68% Caucasian= 11.19% English Language Learners= 8.95% Students with Disabi ities= 0% Economica ly Disadvantaged= 8.74%	No State Testing	Not Yet Pub ic
Colorado	9-12	Pikes Peak Online School Mean PSAT Score	Overall= 407.6 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 408.6 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 411 English Language Learners= n-size Students with Disabilities= 398.8 Economically Disadvantaged= 398.7	Overall= 431.5 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 400.1 Native Hawa ian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 444.2 English Language Learners= n-size Students with Disabilities= 390 Economically Disadvantaged= 421.4	No State Testing	Overall= 450 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 454.9 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 391 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 373.9 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 393.4 English Language Learners= n-size Students with Disabilities= 371.1 Economically Disadvantaged= 393.6	Overa l= 403 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 384.6 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 412 8 English Language Learners= n-size Students with Disabi ities= 357.5 Economica ly Disadvantaged= 401.7	No State Testing	Overall= 427.2 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 427.4 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Colorado	K-5	Colorado Preparatory Academy Elementary Mean CMAS Scale Score	No School	Overall= 731.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 715.4 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 737 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 719	No State Testing	Overall= 732.5 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 721 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 739 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 721.1	No School	Overa l= 718.1 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 702.1 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 722 English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 707	No State Testing	Overall= 721.4 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 736.3 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Colorado	9-12	Colorado Preparatory Academy HS Mean PSAT Score	Overall= 467.9 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 408.3 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 490.9 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 444.9	Overall= 473.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 445 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 490.6 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 442.5	No State Testing	Overall= 490.1 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 442.7 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 507.1 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 484.3	Overall= 439.5 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 400.7 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 454.1 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 424.2	Overa l= 427.1 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 413.8 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 435.9 English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 406.5	No State Testing	Overall= 440.5 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 402.3 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 459.8 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 440.7
Colorado	6-8	Colorado Preparatory Academy Middle Mean CMAS Scale Score	No School	Overall= 734 African American= 729 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 725.5 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 738.6 English Language Learners= 710.6 Students with Disabilities= 709.5 Economically Disadvantaged= 729.7	No State Testing	Overall= 739 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 727.9 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 746.7 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 731.3	No School	Overa l= 722.8 African American= 712.1 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 712.3 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 730 8 English Language Learners= 692.1 Students with Disabi ities= 698.7 Economica ly Disadvantaged= 722	No State Testing	Overall= 726.0 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 707.8 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 736.0 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 717.3
Colorado	9-12	Destinations Career Academy of Colorado HS Mean PSAT Score	Overall= 452.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 455 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 427.7	Overall= 465.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 464.9 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 472 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 472.6 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 422.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 423.2 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 393.6	Overa l= 442.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 448.9 English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 428.5 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 430 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Colorado	6-8	Destinations Career Academy of Colorado Middle Mean CMAS Score	No School	No School	No State Testing	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No School	No School	No State Testing	Overall= 718.3 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 724.1 English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Florida	K-12	Florida Cyber Charter Academy at Clay	Overall= 37.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 31.6% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 51.6% African American= 46.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 51.2% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 36.3%	No State Testing	Overall= 48.9% African American= 40% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 28.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 27.8% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 28.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 37.5% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 39.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 30% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Florida	K-12	Florida Cyber Charter Academy at Duval	Overall= 33.8% African American= 28% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 40.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 15% Caucasian= 37.5% English Language Learners= n-size Students with Disabilities= 29.6% Economically Disadvantaged= 31.2%	Overall= 41.4% African American= 35.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 45.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 43.5% Caucasian= 41.9% English Language Learners= n-size Students with Disabilities= 19.2% Economically Disadvantaged= 36.3%	No State Testing	Overall= 40.4% African American= 33.9% Amer. Indian/Alaskan Native= n-size Asian= 38.3% Hispanic/Latino= 47.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 45.8% Caucasian= 38.4% English Language Learners= n-size Students with Disabilities= 17.1% Economically Disadvantaged= 36.3%	Overall= 19.4% African American= 12.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 16.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 15% Caucasian= 23.7 English Language Learners= n-size Students with Disabilities= 8.7% Economically Disadvantaged= 16.8%	Overa l= 24.2% African American= 16.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 23.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 23.5% Caucasian= 26.7% English Language Learners= n-size Students with Disabi ities= 11.4% Economica ly Disadvantaged= 16.9%	No State Testing	Overall= 20.6% African American= 10% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 38.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 21.4% Caucasian= 22% English Language Learners= n-size Students with Disabilities= 14.3% Economically Disadvantaged= 17.3%

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Florida	K-12	Florida Cyber Charter Academy at Osceola	Overall= 39.4% African American= 31.2% Amer. Indian/Alaskan Native= n-size Asian= 78.6% Hispanic/Latino= 36.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 48.5% Caucasian= 40.9% English Language Learners= n-size Students with Disabilities= 12.5% Economically Disadvantaged= 43.2%	Overall= 40% African American= 34.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 39.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 53.3% Caucasian= 39.5% English Language Learners= n-size Students with Disabilities= 10.9% Economically Disadvantaged= 35.9%	No State Testing	Overall= 39.8% African American= 33% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 38.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 43.5% Caucasian= 43.3% English Language Learners= n-size Students with Disabilities= 11.3% Economically Disadvantaged= 33.4%	Overall= 26.7% African American= 17% Amer. Indian/Alaskan Native= n-size Asian= 70% Hispanic/Latino= 24.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 24% Caucasian= 30.4% English Language Learners= n-size Students with Disabilities= 4.5% Economically Disadvantaged= 26%	Overa l= 20.8% African American= 14% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 22.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 30.3% Caucasian= 21.5% English Language Learners= n-size Students with Disabi ities= 0% Economica ly Disadvantaged= 17.9%	No State Testing	Overall= 22.6% African American= 9.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 23.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 38.1% Caucasian= 27.8% English Language Learners= n-size Students with Disabilities= 3.8% Economically Disadvantaged= 18.2%
Florida	K-12	Digital Academy of Florida	No School	No School	No State Testing	Overall=40% African American= 31.6% Amer. Indian/Alaskan Native= n-size Asian= 60% Hispanic/Latino= 42.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 43.8% Caucasian= 41.4% English Language Learners= 10.3% Students with Disabilities= 13.9% Economically Disadvantaged= 36.4%	No School	No School	No State Testing	Overall= 24.9% African American= 15.7% Amer. Indian/Alaskan Native= n-size Asian= 42.9% Hispanic/Latino= 23.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 29.9% Caucasian= 29.6% English Language Learners= 2.7% Students with Disabilities= 9% Economically Disadvantaged= 20.5%
Idaho	K-12	Insight School of Idaho	Overall= 27.27% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 27.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 36% English Language Learners= n-size Students with Disabilities= 35% Economically Disadvantaged= 40%	No State Testing	Overall= 24.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 41.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 24% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 33%	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 24% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 26% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 25%	No State Testing	Overall= 6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 8% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 12%
Idaho	9-12	Idaho Technical Career Academy	No School	Overall= 25% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 44%	No State Testing	Overall= 44% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 48% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 43%	No School	Overa l= 21% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 21% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 27%	No State Testing	Overall= 19% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 17% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 16%
Idaho	K-12	Idaho Virtual Academy	Overall= 29.05% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 31.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 30% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33% English Language Learners= n-size Students with Disabilities= 17% Economically Disadvantaged= 29%	No State Testing	Overall=30.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 26.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 37% Caucasian= 31% English Language Learners= 30% Students with Disabilities= 14% Economically Disadvantaged= 28%	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 18% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 16% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 19% English Language Learners= n-size Students with Disabi ities= 11% Economica ly Disadvantaged= 15%	No State Testing	Overall= 24% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 21% Native Hawaiian/Pac. Islander= n-size Two or More Races= 24% Caucasian= 24% English Language Learners= 29% Students with Disabilities= 12% Economically Disadvantaged= 20%
Indiana	7-12	Insight School of Indiana ISTEP in 2018; ILEARN in 2019 and 2021	Overall= 35.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 35.6% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 34.1%	Overall= 24.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 22.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 25.9%	No State Testing	Overall= 21.4% African American= 6.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 27.6% English Language Learners= n-size Students with Disabilities= 9.1% Economically Disadvantaged= 15%	Overall= 12.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 12.3% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 12.9%	Overa l= 6.5% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 6.1% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 8.6%	No State Testing	Overall= 3.4% African American= 6.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 6.9% English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 5.0%
Indiana	K-8	Hoosier Academy at Indianapolis ISTEP in 2018; ILEARN in 2019 and 2021	Overall= 66.7% African American= 52.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 73.2% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 65%	Overall= 35.7% African American= 14.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 46.7% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 23.3%	No State Testing	Overall= 11.1% African American= 13.6% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 7.7% English Language Learners= n-size Students with Disabilities= 4.8% Economically Disadvantaged= 8.2%	Overall= 45.7% African American= 27.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 56.1% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 44.3%	Overa l= 35.7% African American= 23.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 46.7% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 23.3%	No State Testing	Overall= 10% African American= 11.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 10.3% English Language Learners= n-size Students with Disabilities= 14.3% Economically Disadvantaged= 8.2%

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Indiana	K-12	Indiana Digital Learning School ILEARN in 2019 and 2021	No School	Overall= 24.2% African American= 16% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 34.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 40.7% Caucasian= 22.9% English Language Learners= n-size Students with Disabilities= 4.9% Economically Disadvantaged= 20.7%	No State Testing	Overall= 29.3% African American= 23.9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 23.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 27.5% Caucasian= 31.4% English Language Learners= n-size Students with Disabilities= 9.9% Economically Disadvantaged= 21.32%	No School	Overa l= 6.8% African American= 2.0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 3.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 11.1% Caucasian= 7.2% English Language Learners= n-size Students with Disabi ities= 3.7% Economica ly Disadvantaged= 5.4%	No State Testing	Overall= 8.5% African American= 3.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 3.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 6.3% Caucasian= 10.5% English Language Learners= n-size Students with Disabilities= 1.5% Economically Disadvantaged= 7.2%
Indiana	K-11	Indiana Gateway Digital Academy	No School	No School	No State Testing	Overall= 19.2% African American= 10.1% Amer. Indian/Alaskan Native= n-size Asian= 0% Hispanic/Latino= 13.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 10.8% Caucasian= 22.8% English Language Learners= 4.8% Students with Disabilities= 2.8% Economically Disadvantaged= 14.4%	No School	No School	No State Testing	Overall= 7.8% African American= 3.8% Amer. Indian/Alaskan Native= n-size Asian= 0% Hispanic/Latino= 7.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 4.6% Caucasian= 9% English Language Learners= 4.8% Students with Disabilities= .7% Economically Disadvantaged= 5.5%
Iowa	K-12	Iowa Virtual Academy	Overall= 47.47 African American= 41.77 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47.86 English Language Learners= n-size Students with Disabilities= 40.17 Economically Disadvantaged= 43.77	Overall= 48.14 African American= 41.04 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 48.15 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 48.73 English Language Learners= n-size Students with Disabilities= 40.9 Economically Disadvantaged= 47.41	No State Testing	Not Yet Pub ic	Overall= 44.74 African American= 36.98 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 45.45 English Language Learners= Students with Disabilities= 40.67 Economically Disadvantaged= 40.95	Overa l= 46.39 African American= 40.67 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 44.76 Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47.05 English Language Learners= n-size Students with Disabi ities= 42.98 Economica ly Disadvantaged= 46.39	No State Testing	Not Yet Pub ic
Kansas	7-12	Insight School of Kansas	Overall= 17.54% African American= 11.76 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 21.61% Native Hawaiian/Pac. Islander= n-size Two or More Races= 8.33% Caucasian= 17.78% English Language Learners= n-size Students with Disabilities= 6.97% Economically Disadvantaged= 14.18%	Overall=20.28% African American= 16% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 23.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= 12.9% Caucasian= 20.91% English Language Learners= n-size Students with Disabilities= 10.51% Economically Disadvantaged= 12.56%	No State Testing	Overall= 26.79% African American= 18.18% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 22.58% Native Hawaiian/Pac. Islander= n-size Two or More Races= 28.56% Caucasian= 27% English Language Learners= n-size Students with Disabilities= 27.77% Economically Disadvantaged= 23.07%	Overall= 6.52% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 10.81% Native Hawaiian/Pac. Islander= n-size Two or More Races= 4.16% Caucasian= 6.74% English Language Learners= n-size Students with Disabilities= 6.97% Economically Disadvantaged= 7.42%	Overa l= 6.26% African American= 3.84% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 10.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 3.22% Caucasian= 6.32% English Language Learners= n-size Students with Disabi ities= 5.23% Economica ly Disadvantaged= 6.52%	No State Testing	Overall= 10.82% African American= 9.09% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 3.12% Native Hawaiian/Pac. Islander= n-size Two or More Races= 12.5% Caucasian= 11.35% English Language Learners= 11.01% Students with Disabilities= 13.51% Economically Disadvantaged= 9.08%
Kansas	K-6	Kansas Virtual Academy	Overall= 31.71% African American= 9.09% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 52% Native Hawaiian/Pac. Islander= n-size Two or More Races= 24.99% Caucasian= 27.60% English Language Learners= n-size Students with Disabilities= 18.51% Economically Disadvantaged= 24.99%	Overall= 6.56% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 43.47% Native Hawaiian/Pac. Islander= n-size Two or More Races= 30.76% Caucasian= 36.46% English Language Learners= n-size Students with Disabilities= 29.62% Economically Disadvantaged= 32%	No State Testing	Overall= 27.13% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 23.32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 44.43% Caucasian= 40.85% English Language Learners= n-size Students with Disabilities= 24.99% Economically Disadvantaged= 26.94%	Overall= 15.86% African American= 9.09% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 12% Native Hawaiian/Pac. Islander= n-size Two or More Races= 16.66% Caucasian= 15.95% English Language Learners= n-size Students with Disabilities= 11.11% Economically Disadvantaged= 14.77%	Overa l= 14.17% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13.04% Native Hawaiian/Pac. Islander= n-size Two or More Races= 15.38% Caucasian= 15.29% English Language Learners= n-size Students with Disabi ities= 14.81% Economica ly Disadvantaged= 8%	No State Testing	Overall= 23.63% African American= 10% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 16.66% Native Hawaiian/Pac. Islander= n-size Two or More Races= 21.42% Caucasian= 26.2% English Language Learners= 23.72% Students with Disabilities= 19.22% Economically Disadvantaged= 14.52%
Louisiana	K-12	Louisiana Virtual Charter Academy	Overall= 30% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 33% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 18% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 21% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 15% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Maine	7-12	Maine Virtual Academy	Overall= 42.7% African American= Amer. Indian/Alaskan Native= Asian= Hispanic/Latino= Native Hawaiian/Pac. Islander= Two or More Races= Caucasian= English Language Learners= Students with Disabilities= Economically Disadvantaged= 33.8%	Overall= 45.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 38.9%	No State Testing	Not Yet Pub ic	Overall= 12.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 8.3%	Overa l= 16.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 15.3%	No State Testing	Not Yet Pub ic

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Michigan	9-12	Insight School of Michigan	Change in Assessments	Overall= 22% African American= 9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 31% Native Hawaiian/Pac. Islander= n-size Two or More Races= 27% Caucasian= 23% English Language Learners= n-size Students with Disabilities= 18% Economically Disadvantaged= 19%	No State Testing	Overall= 38% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 31% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 40%	Change in Assessments	Overa l= 6% African American= 5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 8% Caucasian= 7% English Language Learners= n-size Students with Disabi ities= 5% Economica ly Disadvantaged= 5%	No State Testing	Overall= 14% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 23% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 20%
Michigan	K-12	Highpoint Virtual Academy of Michigan	Change in Assessments	Overall= 27% African American= 13% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 18% Native Hawaiian/Pac. Islander= n-size Two or More Races= 16% Caucasian= 36% English Language Learners= 12% Students with Disabilities= 14% Economically Disadvantaged= 24%	No State Testing	Overall= 44% African American= 27% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 39% Native Hawaiian/Pac. Islander= n-size Two or More Races= 37% Caucasian= 49% English Language Learners= n-size Students with Disabilities= 14% Economically Disadvantaged= 36%	Change in Assessments	Overa l= 13% African American= 9 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 5% Caucasian= 17% English Language Learners= 6% Students with Disabi ities= 9 Economica ly Disadvantaged= 10%	No State Testing	Overall= 23% African American= 18% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 22% Caucasian= 26% English Language Learners= n-size Students with Disabilities= 14% Economically Disadvantaged= 19%
Michigan	K-12	Michigan Great Lakes Virtual Academy	Change in Assessments	Overall= 0% African American= 19% Amer. Indian/Alaskan Native= n-size Asian= 35% Hispanic/Latino= 29% Native Hawaiian/Pac. Islander= n-size Two or More Races= 32% Caucasian= 32% English Language Learners= 13% Students with Disabilities= 21% Economically Disadvantaged= 28%	No State Testing	Overall= 42% African American= 29% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 50% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 43% English Language Learners= 18% Students with Disabilities= 17% Economically Disadvantaged= 36%	Change in Assessments	Overa l= 12% African American= 6% Amer. Indian/Alaskan Native= n-size Asian= 18% Hispanic/Latino= 9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 13% Caucasian= 15% English Language Learners= 5% Students with Disabi ities= 11% Economica ly Disadvantaged= 11%	No State Testing	Overall= 18% African American= 7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13% Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 20% English Language Learners= 9% Students with Disabilities= 9% Economically Disadvantaged= 16%
Michigan	K-12	Michigan Virtual Charter Academy	Change in Assessments	Overall= 35% African American= 23% Amer. Indian/Alaskan Native= n-size Asian= 69% Hispanic/Latino= 32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 38% Caucasian= 39% English Language Learners= 0% Students with Disabilities= 23% Economically Disadvantaged= 31%	No State Testing	Overall= 45% African American= 36% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 41% Native Hawaiian/Pac. Islander= n-size Two or More Races= 62% Caucasian= 46% English Language Learners= n-size Students with Disabilities= 37% Economically Disadvantaged= 42%	Change in Assessments	Overa l= 16% African American= 7% Amer. Indian/Alaskan Native= n-size Asian= 69% Hispanic/Latino= 16% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20% Caucasian= 18% English Language Learners= 3% Students with Disabi ities= 15% Economica ly Disadvantaged= 13%	No State Testing	Overall= 15% African American= 10% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 12% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20% Caucasian= 15% English Language Learners= n-size Students with Disabilities= 24% Economically Disadvantaged= 11%
Minnesota	6-12	Insight School of Minnesota	Overall=26% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 28.9% English Language Learners= n-size Students with Disabilities= 18% Economically Disadvantaged= 24%	Overall= 31.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 30% Caucasian= 35.1% English Language Learners= n-size Students with Disabilities= 13.3% Economically Disadvantaged= 19.7%	No State Testing	Overall= 32.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 30.43% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 40%	Overall=6.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 5.8% English Language Learners= n-size Students with Disabilities= 6.4% Economically Disadvantaged= 3.2%	Overa l= 7.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 7.1% English Language Learners= n-size Students with Disabi ities= 0% Economica ly Disadvantaged= 6.8%	No State Testing	Overall= 11.76% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 12.50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 14.29%
Minnesota	K-12	iQ Academy Minnesota	Overall= 34% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 59.1% Caucasian= 36.7% English Language Learners= n-size Students with Disabilities= 32.3% Economically Disadvantaged= 41.8%	Overall= 42.7% African American= 28.6% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 43.6% English Language Learners= n-size Students with Disabilities= 19.4% Economically Disadvantaged= 32.9%	No State Testing	Overall= 54.33% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 21.3% African American= 23.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 35% Caucasian= 20.7% English Language Learners= n-size Students with Disabilities= 8.3% Economically Disadvantaged= 17.1%	Overa l= 20.1% African American= 30% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 19.6% English Language Learners= n-size Students with Disabi ities= 11.1% Economica ly Disadvantaged= 14.7%	No State Testing	Overall= 30% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Minnesota	K-12	Minnesota Virtual Academy	Overall= 34.6% African American= 42.4% Amer. Indian/Alaskan Native= n-size Asian= 63.2% Hispanic/Latino= 47.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 51.2% Caucasian= 57.2% English Language Learners= 41.7% Students with Disabilities= 34.7% Economically Disadvantaged= 43.3%	Overall= 50.5% African American= 38.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 53.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 40% Caucasian= 54.2% English Language Learners= 35.9% Students with Disabilities= 32.4% Economically Disadvantaged= 39.6%	No State Testing	Overall= 59.51% African American= 52.17% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 41.67% Native Hawaiian/Pac. Islander= n-size Two or More Races= 66.67% Caucasian= 60% English Language Learners= n-size Students with Disabilities= 40.63% Economically Disadvantaged= 33.83%	Overall= 32.2% African American= 28.8% Amer. Indian/Alaskan Native= n-size Asian= 57.1% Hispanic/Latino= 29.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 33.3% Caucasian= 31.7% English Language Learners= 32.3% Students with Disabilities= 25.5% Economically Disadvantaged= 22.4%	Overa l= 28.3% African American= 22.9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 17% Native Hawaiian/Pac. Islander= n-size Two or More Races= 14.3% Caucasian= 31.5% English Language Learners= 16.2% Students with Disabi ities= 21.5% Economica ly Disadvantaged= 19.1%	No State Testing	Overall= 36.77% African American= 32% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 25% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 34.57% English Language Learners= n-size Students with Disabilities= 29.63% Economically Disadvantaged= 23.53%

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Nevada	9-12	Nevada Virtual Academy HS	Overall= 38.7% African American= 22.2% Amer. Indian/Alaskan Native= n-size Asian= 57.1% Hispanic/Latino= 30.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47% English Language Learners= n-size Students with Disabilities= 12.5% Economically Disadvantaged= 30.8%	Overall= 40.7% African American= 32.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 27.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 51.2% English Language Learners= 6.3% Students with Disabilities= 13% Economically Disadvantaged= 23.5%	No State Testing	Overall= 40.7% African American= 27.4% Amer. Indian/Alaskan Native= n-size Asian= 57.9% Hispanic/Latino= 32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 47.4% English Language Learners= n-size Students with Disabilities= 18.5% Economically Disadvantaged= 33.2%	Overall= 18.2% African American= 3.5% Amer. Indian/Alaskan Native= n-size Asian= 33.7% Hispanic/Latino= 10.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 24.5% English Language Learners= n-size Students with Disabilities= 4.1% Economically Disadvantaged= 11.7%	Overa l= 13.9% African American= 6.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 6.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 18.5% English Language Learners= 0% Students with Disabi ities= 4% Economica ly Disadvantaged= 8.1%	No State Testing	Overall= 13.1% African American= 9.2% Amer. Indian/Alaskan Native= n-size Asian= 31.6% Hispanic/Latino= 13.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 20.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 11.9%
Nevada	6-8	Nevada Virtual Academy MS	Overall= 41.4% African American= 32.6% Amer. Indian/Alaskan Native= n-size Asian= 45.4% Hispanic/Latino= 38.8% Native Hawaiian/Pac. Islander= 40.9% Two or More Races= n-size Caucasian= 44.6% English Language Learners= 13.3% Students with Disabilities= 20% Economically Disadvantaged= 35.4%	Overall= 43.8% African American= 45.2% Amer. Indian/Alaskan Native= n-size Asian= 38.7% Hispanic/Latino= 38.5% Native Hawaiian/Pac. Islander= 40% Two or More Races= n-size Caucasian= 46% English Language Learners= 7% Students with Disabilities= 14.1% Economically Disadvantaged= 37.1%	No State Testing	Overall= 38.9% African American= 27.4% Amer. Indian/Alaskan Native= n-size Asian= 57.9% Hispanic/Latino= 32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 47.4% English Language Learners= n-size Students with Disabilities= 18.5% Economically Disadvantaged= 33.2%	Overall= 21.2% African American= 12.2% Amer. Indian/Alaskan Native= n-size Asian= 40.9% Hispanic/Latino= 16.3% Native Hawaiian/Pac. Islander= 13.6% Two or More Races= n-size Caucasian= 25.3% English Language Learners= 6.2% Students with Disabilities= 10.9% Economically Disadvantaged= 17.1%	Overa l= 22.1% African American= 17.3% Amer. Indian/Alaskan Native= n-size Asian= 29.3% Hispanic/Latino= 18.1% Native Hawaiian/Pac. Islander= 20% Two or More Races= n-size Caucasian= 26.1% English Language Learners= 10.5% Students with Disabi ities= 21.3% Economica ly Disadvantaged= 16.1%	No State Testing	Overall= 17% African American= 9.2% Amer. Indian/Alaskan Native= n-size Asian= 31.6% Hispanic/Latino= 13.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 20.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 11.9%
New Mexico	K-12	New Mexico Destinations Career Academy	No School	No School	No State Testing	Not Yet Pub ic	No School	No School	No State Testing	Not Yet Pub ic
North Caro ina	K-12	North Carolina Virtual Academy	Overall= 39% African American= 46% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 38% Native Hawaiian/Pac. Islander= n-size Two or More Races= 62% Caucasian= 62% English Language Learners= 29% Students with Disabilities= 29% Economically Disadvantaged= 50%	Overall= 37% African American= 46.7% Amer. Indian/Alaskan Native= 50% Asian= 75% Hispanic/Latino= 59% Native Hawaiian/Pac. Islander= n-size Two or More Races= 57.9% Caucasian= 60.5% English Language Learners= 0% Students with Disabilities= 24.2% Economically Disadvantaged= 45.5%	No State Testing	Overall= 49.8% African American= 41.4% Amer. Indian/Alaskan Native= 31.3% Asian= 63.6% Hispanic/Latino= 52.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 55% Caucasian= 52.6% English Language Learners= 37.5% Students with Disabilities= 20% Economically Disadvantaged= 37.3%	Overall= 30% African American= 16.4% Amer. Indian/Alaskan Native= Asian= n-size Hispanic/Latino= 30% Native Hawaiian/Pac. Islander= n-size Two or More Races= 27.9% Caucasian= 34.4% English Language Learners= n-size Students with Disabilities= 10.7% Economically Disadvantaged= 20.8%	Overa l= 31.5% African American= 19.7% Amer. Indian/Alaskan Native= 14.3% Asian= 56 2% Hispanic/Latino= 31.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 26.2% Caucasian= 37.3% English Language Learners= 40% Students with Disabi ities= 14.4% Economica ly Disadvantaged= 19.7%	No State Testing	Overall= 29.1% African American= 19% Amer. Indian/Alaskan Native= 15% Asian= 52% Hispanic/Latino= 33.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 26.3% Caucasian= 33.3% English Language Learners= 17.6% Students with Disabilities= 10.6% Economically Disadvantaged= 17.5%
Ohio	9-12	Ohio Digital Learning School	No School	No School	No State Testing	Overall= 18.5% African American= 13.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 20.6% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 21.2%	No School	No School	No State Testing	Overall= 7.7% African American= Amer. Indian/Alaskan Native= Asian= Hispanic/Latino= Native Hawaiian/Pac. Islander= Two or More Races= Caucasian= English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 10%
Ohio	K-12	Ohio Virtual Academy	Overall= 70.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 63.4 African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 48% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Added Together	Added Together	No State Testing	Added Together
Oklahoma	9-12	Insight School of Oklahoma HS	Overall= 29% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 30%	Overall= 21% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 35% English Language Learners= n-size Students with Disabilities= 14% Economically Disadvantaged= 19%	No State Testing	Not Yet Pub ic	Overall= 3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 10%	Overa l= 6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= Two or More Races= n-size Caucasian= 6% English Language Learners= n-size Students with Disabi ities= 3% Economica ly Disadvantaged= 6%	No State Testing	Not Yet Pub ic
Oklahoma	6-8	Insight School of Oklahoma MS	Overall= 10% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 9% English Language Learners= n-size Students with Disabilities= 6% Economically Disadvantaged= 13%	Overall= 4% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 5%	No State Testing	Not Yet Pub ic	Overall= 6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 9% English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 10%	Overa l= 1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= 0% Economica ly Disadvantaged= 2%	No State Testing	Not Yet Pub ic

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Oklahoma	K-5	Oklahoma Virtual Charter Academy ES	Overall= 23% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 8% Caucasian= 31% English Language Learners= n-size Students with Disabilities= 8% Economically Disadvantaged= 23%	Overall= 8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 33% Caucasian= 33% English Language Learners= n-size Students with Disabilities= 4% Economically Disadvantaged= 12%	No State Testing	Not Yet Pub ic	Overall= 19% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 20 English Language Learners= n-size Students with Disabilities= 3% Economically Disadvantaged= 22%	Overa l= 15% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 33% Caucasian= 30% English Language Learners= n-size Students with Disabi ities= 7% Economica ly Disadvantaged= 11%	No State Testing	Not Yet Pub ic
Oklahoma	9-12	Oklahoma Virtual Charter Academy HS	Overall= 53% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 69% English Language Learners= n-size Students with Disabilities= 40% Economically Disadvantaged= 44%	Overall= 39% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47% English Language Learners= n-size Students with Disabilities= 12% Economically Disadvantaged= 39%	No State Testing	Not Yet Pub ic	Overall= 18% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 35% English Language Learners= n-size Students with Disabilities= 3% Economically Disadvantaged= 10%	Overa l= 17% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 25% English Language Learners= n-size Students with Disabi ities= 8% Economica ly Disadvantaged= 14% C60:I60	No State Testing	Not Yet Pub ic
Oklahoma	6-8	Oklahoma Virtual Charter Academy MS	Overall= 27% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 41% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 38% English Language Learners= n-size Students with Disabilities= 13% Economically Disadvantaged= 29%	Overall= 24% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 34% Native Hawaiian/Pac. Islander= n-size Two or More Races= 29% Caucasian= 33% English Language Learners= n-size Students with Disabilities= 6% Economically Disadvantaged= 26%	No State Testing	Not Yet Pub ic	Overall= 15% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 30% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 28% English Language Learners= n-size Students with Disabilities= 5% Economically Disadvantaged= 16%	Overa l= 17% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 39% Native Hawaiian/Pac. Islander= n-size Two or More Races= 17% Caucasian= 28% English Language Learners= n-size Students with Disabi ities= 4% Economica ly Disadvantaged= 16%	No State Testing	Not Yet Pub ic
Oregon	7-12	Insight School of Oregon - Painted Hills	Overall= 41.7% African American= 14.3% Amer. Indian/Alaskan Native= 14.2% Asian= n-size Hispanic/Latino= 37.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 64.3% Caucasian= 42.7% English Language Learners= n-size Students with Disabilities= 5% Economically Disadvantaged= 34.2%	Overall= 43.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 46.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44.2% English Language Learners= n-size Students with Disabilities= 12.5% Economically Disadvantaged= 37.7%	No State Testing	Not Yet Pub ic	Overall= 11.3% African American= 5% Amer. Indian/Alaskan Native= 5% Asian= n-size Hispanic/Latino= 9.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= 21.4% Caucasian= 10.2% English Language Learners= n-size Students with Disabilities= 8.7% Economically Disadvantaged= 5.3%	Overa l= 6.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 7.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 5.9% English Language Learners= n-size Students with Disabi ities= 3% Economica ly Disadvantaged= 3.7%	No State Testing	Not Yet Pub ic
Oregon	K-8	Cascade Virtual Academy	No School	Overall= 29% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 35.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 27.7% English Language Learners= n-size Students with Disabilities= 7.7% Economically Disadvantaged= 26.8%	No State Testing	Not Yet Pub ic	No School	Overa l= 1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 0% Native Hawaiian/Pac. Islander= n-size Two or More Races= 0% Caucasian= 1.7% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 1.8%	No State Testing	Not Yet Pub ic
Oregon	9-12	Destinations Career Academy of Oregon HS	No School	Overall= 57.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Not Yet Pub ic	No School	Overa l= 15.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Not Yet Pub ic
Oregon	K-12	Oregon Virtual Academy	Overall= 50.5% African American= 33% Amer. Indian/Alaskan Native= 27.3% Asian= 71.4% Hispanic/Latino= 32.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 63.3% Caucasian= 52.9% English Language Learners= 7.1% Students with Disabilities= 21.9% Economically Disadvantaged= 44.1%	Overall= 46.7% African American= 37.5% Amer. Indian/Alaskan Native= 30.8% Asian= 72.2% Hispanic/Latino= 35.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 51.5% Caucasian= 48.7% English Language Learners= 5% Students with Disabilities= 13.2% Economically Disadvantaged= 41.2%	No State Testing	Not Yet Pub ic	Overall= 21% African American= 5% Amer. Indian/Alaskan Native= 9.1% Asian= 57.1% Hispanic/Latino= 10.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 18.4% Caucasian= 22.9% English Language Learners= 5% Students with Disabilities= 7.4% Economically Disadvantaged= 16.2%	Overa l= 18.3% African American= 6.3% Amer. Indian/Alaskan Native= 7.7% Asian= 50% Hispanic/Latino= 10.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 15.4% Caucasian= 19.8% English Language Learners= 5% Students with Disabi ities= 5% Economica ly Disadvantaged= 14.1%	No State Testing	Not Yet Pub ic

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Pennsylvania	K-12	Insight Pennsylvania Cyber Charter School	Overall= 35.8% African American= 20.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44.4% English Language Learners= n-size Students with Disabilities= 17.9% Economically Disadvantaged= 22.7%	Overall= 28.5% African American= 22.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 28.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 32.1% English Language Learners= n-size Students with Disabilities= 12.3% Economically Disadvantaged= 26.1%	No State Testing	Not Yet Pub ic	Overall= 7.2% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 9.5% English Language Learners= n-size Students with Disabilities= 7.1% Economically Disadvantaged= 5.7%	Overa l= 7.6% African American= 4.1% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 5.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 9.6% English Language Learners= n-size Students with Disabi ities= 4.1% Economica ly Disadvantaged= 6.2%	No State Testing	Not Yet Pub ic
Pennsylvania	9-12	Passport Academy Charter School	Overall= 8.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 7.1% African American= 7.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 5.9%	No State Testing	Not Yet Pub ic	Overall= 2.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 2.4% African American= 0% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 2.9%	No State Testing	Not Yet Pub ic
South Caro ina	K-5	Cyber Academy of South Carolina ES	Overall= 29.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 35.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 38.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 20.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 24% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 29.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
South Caro ina	9-12	Cyber Academy of South Carolina HS	Overall= 40.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 45.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 56.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 32.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 30.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 30.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
South Caro ina	6-8	Cyber Academy of South Caro ina MS	Overall= 30.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 44.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 15.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 17.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 23.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
South Caro ina	K-5	South Carolina Virtual Charter School ES	Overall= 36.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 31.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 36.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 33.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 38.1% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 48.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
South Caro ina	9-12	South Carolina Virtual Charter School HS	Overall= 45.5% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 31.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 38.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 42.5% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 37.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 33.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
South Caro ina	6-8	South Carolina Virtual Charter School MS	Overall= 38.2% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 45.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	No State Testing	Overall= 37.4% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 29.4% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 31.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= n-size	No State Testing	Overall= 39.5% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size
Tennessee	K-8	Tennessee Virtual Academy K8	Overall= 24.8% African American= 13.9% Amer. Indian/Alaskan Native= n-size Asian= 70% Hispanic/Latino= 31.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= 6.3% Caucasian= 25.8% English Language Learners= n-size Students with Disabilities= 6.3% Economically Disadvantaged= 16.8%	Overall= 21.8% African American= 16.2% Amer. Indian/Alaskan Native= n-size Asian= 23.1% Hispanic/Latino= 25.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 16.7% Caucasian= 22.1% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 15.3%	No State Testing	Overall= 19.1% African American= 13% Amer. Indian/Alaskan Native= 6.7% Asian= 30.4% Hispanic/Latino= 13.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 12.8% Caucasian= 22.4% English Language Learners= 8.6% Students with Disabilities= 3% Economically Disadvantaged= 10.7%	Overall= 14.1% African American= 6.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 17.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 7.8% Caucasian= 14.5% English Language Learners= n-size Students with Disabilities= 14.1% Economically Disadvantaged= 8.6%	Overa l= 13.8% African American= 7.8% Amer. Indian/Alaskan Native= 8% Asian= 30.8% Hispanic/Latino= 11.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= 8% Caucasian= 13.8% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 7.9%	No State Testing	Overall= 13.2% African American= 6.5% Amer. Indian/Alaskan Native= 13.3% Asian= 43.5% Hispanic/Latino= 8.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 7.1% Caucasian= 16% English Language Learners= 14.7% Students with Disabilities= 3% Economically Disadvantaged= 6.7%
Texas	3-12	Texas Virtual Academy at Hallsville	No School	Overall= 26% African American= 15% Amer. Indian/Alaskan Native= 20% Asian= 53% Hispanic/Latino= 27% Native Hawaiian/Pac. Islander= n-size Two or More Races= 26% Caucasian= 28% English Language Learners= 20% Students with Disabilities= 11% Economically Disadvantaged= 22%	No State Testing	Overall= 32% African American= 26% Amer. Indian/Alaskan Native= 9% Asian= 68% Hispanic/Latino= 32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 34% Caucasian= 34% English Language Learners= 26% Students with Disabilities= 14% Economically Disadvantaged= 29%	No School	Overa l= 9% African American= 4% Amer. Indian/Alaskan Native= 0% Asian= 48% Hispanic/Latino= 8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 10% Caucasian= 11% English Language Learners= 11% Students with Disabi ities= 10% Economica ly Disadvantaged= 8%	No State Testing	Overall= 10% African American= 7% Amer. Indian/Alaskan Native= 0% Asian= 40% Hispanic/Latino= 9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 5% Caucasian= 11% English Language Learners= 8% Students with Disabilities= 9% Economically Disadvantaged= 8%
Texas	K-6	Lone Star Academy @ Roscoe	No School	No School	No State Testing	Not Yet Pub ic	No School	No School	No State Testing	Not Yet Pub ic
Texas	K-5	Texas Online Preparatory School ES	Overall= 48% African American= 42% Amer. Indian/Alaskan Native= n-size Asian= 67% Hispanic/Latino= 38% Native Hawaiian/Pac. Islander= n-size Two or More Races= 60% Caucasian= 52% English Language Learners= 38% Students with Disabilities= 46% Economically Disadvantaged= 33%	Overall= 49% African American= 47% Amer. Indian/Alaskan Native= n-size Asian= 55% Hispanic/Latino= 43% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 54% English Language Learners= 50% Students with Disabilities= 42% Economically Disadvantaged= 46%	No State Testing	Overall= 41% African American= 33% Amer. Indian/Alaskan Native= 40% Asian= 53% Hispanic/Latino= 39% Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 43% English Language Learners= 29% Students with Disabilities= 29% Economically Disadvantaged= 34%	Overall= 28% African American= 32% Amer. Indian/Alaskan Native= n-size Asian= 35% Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= Caucasian= 29% English Language Learners= 21% Students with Disabilities= 29% Economically Disadvantaged= 17%	Overa l= 32% African American= 33% Amer. Indian/Alaskan Native= n-size Asian= 43% Hispanic/Latino= 33% Native Hawaiian/Pac. Islander= n-size Two or More Races= Caucasian= 34% English Language Learners= 30% Students with Disabi ities= 27% Economica ly Disadvantaged= 26%	No State Testing	Overall= 24% African American= 14% Amer. Indian/Alaskan Native= n-size Asian= 63% Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= Caucasian= 28% English Language Learners= 22% Students with Disabilities= 17% Economically Disadvantaged= 18%
Texas	9-12	Texas Online Preparatory School HS	Overall= 63% African American= 57% Amer. Indian/Alaskan Native= n-size Asian= 88% Hispanic/Latino= 66% Native Hawaiian/Pac. Islander= n-size Two or More Races= 75% Caucasian= 63% English Language Learners= 30% Students with Disabilities= 33% Economically Disadvantaged= 63%	Overall= 67% African American= 58% Amer. Indian/Alaskan Native= 40% Asian= 76% Hispanic/Latino= 64% Native Hawaiian/Pac. Islander= n-size Two or More Races= 67% Caucasian= 71% English Language Learners= 44% Students with Disabilities= 41% Economically Disadvantaged= 62%	No State Testing	Overall= 77% African American= 67% Amer. Indian/Alaskan Native= 83% Asian= 83% Hispanic/Latino= 73% Native Hawaiian/Pac. Islander= n-size Two or More Races= 78% Caucasian= 80% English Language Learners= 61% Students with Disabilities= 81% Economically Disadvantaged= 71%	Overall= 15% African American= 18% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 14% Caucasian= 16% English Language Learners= n-size Students with Disabilities= 20% Economically Disadvantaged= 13%	Overa l= 23% African American= 18% Amer. Indian/Alaskan Native= n-size Asian= 29% Hispanic/Latino= 29% Native Hawaiian/Pac. Islander= n-size Two or More Races= 11% Caucasian= 19% English Language Learners= 11% Students with Disabi ities= 15% Economica ly Disadvantaged= 26%	No State Testing	Overall= 23% African American= 23% Amer. Indian/Alaskan Native= n-size Asian= 38% Hispanic/Latino= 24% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20% Caucasian= 21% English Language Learners= 24% Students with Disabilities= 38% Economically Disadvantaged= 13%
Texas	6-8	Texas Online Preparatory School MS	Overall= 60% African American= 52% Amer. Indian/Alaskan Native= n-size Asian= 70% Hispanic/Latino= 61% Native Hawaiian/Pac. Islander= n-size Two or More Races= 53% Caucasian= 61% English Language Learners= 30% Students with Disabilities= 50% Economically Disadvantaged= 51%	Overall= 59% African American= 49% Amer. Indian/Alaskan Native= n-size Asian= 62% Hispanic/Latino= 57% Native Hawaiian/Pac. Islander= n-size Two or More Races= 61% Caucasian= 63% English Language Learners= 47% Students with Disabilities= 51% Economically Disadvantaged= 54%	No State Testing	Overall= 39% African American= 47% Amer. Indian/Alaskan Native= 67% Asian= 75% Hispanic/Latino= 57% Native Hawaiian/Pac. Islander= 60% Two or More Races= 70% Caucasian= 60% English Language Learners= 48% Students with Disabilities= 44% Economically Disadvantaged= 51%	Overall= 35% African American= 24% Amer. Indian/Alaskan Native= n-size Asian= 70% Hispanic/Latino= 37% Native Hawaiian/Pac. Islander= n-size Two or More Races= 33% Caucasian= 33% English Language Learners= 42% Students with Disabilities= 32% Economically Disadvantaged= 27%	Overa l= 35% African American= 24% Amer. Indian/Alaskan Native= n-size Asian= 47% Hispanic/Latino= 33% Native Hawaiian/Pac. Islander= n-size Two or More Races= 29% Caucasian= 40% English Language Learners= 25% Students with Disabi ities= 33% Economica ly Disadvantaged= 31%	No State Testing	Overall= 31% African American= 20% Amer. Indian/Alaskan Native= 33% Asian= 57% Hispanic/Latino= 24% Native Hawaiian/Pac. Islander= 40% Two or More Races= 45% Caucasian= 34% English Language Learners= 26% Students with Disabilities= 30% Economically Disadvantaged= 23%
Utah	K-8	Utah Virtual Academy K8	Change in Assessments	Overall= 31.1% African American= 20-29% Amer. Indian/Alaskan Native= 10% Asian= n-size Hispanic/Latino= 15% Native Hawaiian/Pac. Islander= 30-39% Two or More Races= 30-39% Caucasian= 34.7% English Language Learners= n-size Students with Disabilities= 7.8% Economically Disadvantaged= 34.3%		Overall= 29.9% African American= 30-39% Amer. Indian/Alaskan Native= 10-19% Asian= n-size Hispanic/Latino= 20-29% Native Hawaiian/Pac. Islander= 10-19% Two or More Races= 40-49% Caucasian= 30.9% English Language Learners= 10% Students with Disabilities= 10.8% Economically Disadvantaged= 25.7%	Change in Assessments	Overa l= 19% African American= 20% Amer. Indian/Alaskan Native= 10% Asian= n-size Hispanic/Latino= 10-19% Native Hawaiian/Pac. Islander= 20% Two or More Races= 40-49% Caucasian= 20.6% English Language Learners= n-size Students with Disabi ities= 3.8% Economica ly Disadvantaged= 18.5%		Overall= 19.3% African American= 10% Amer. Indian/Alaskan Native= 10% Asian= n-size Hispanic/Latino= 20-29% Native Hawaiian/Pac. Islander= 10% Two or More Races= 20% Caucasian= 21.9% English Language Learners= 10% Students with Disabilities= 7.4% Economically Disadvantaged= 10.6%

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Utah	K-8	Utah Virtual Academy HS	Change in Assessments	Overall= 42.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 30-39% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 45.1% English Language Learners= n-size Students with Disabilities= 10-19% Economically Disadvantaged= 37.8%	No State Testing	Overall= 43% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 50-59% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44.9% English Language Learners= n-size Students with Disabilities= 10-19% Economically Disadvantaged= 37.5%	Change in Assessments	Overa l= 14.7% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 10-19% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 14.9% English Language Learners= n-size Students with Disabi ities= 3% Economica ly Disadvantaged= 11.7%	No State Testing	Overall= 14.6% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 13.8% English Language Learners= n-size Students with Disabilities= 10% Economically Disadvantaged= 14.9%
Washington	9-12	Insight Schools of Washington	Overall= 63.3% African American= 64% Amer. Indian/Alaskan Native= n-size Asian= 74% Hispanic/Latino= 55.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 64.3% Caucasian= 64.6% English Language Learners= n-size Students with Disabilities= 24.1% Economically Disadvantaged= 58.3%	Overall= 58.3% African American= 50% Amer. Indian/Alaskan Native= n-size Asian= 84.60% Hispanic/Latino= 50% Native Hawaiian/Pac. Islander= n-size Two or More Races= 53.20% Caucasian= 61.9% English Language Learners= 9.4% Students with Disabilities= 20.6% Economically Disadvantaged= 53.5%	No State Testing	Not Yet Pub ic	Overall= 10.9% African American= 12.5% Amer. Indian/Alaskan Native= n-size Asian= 10% Hispanic/Latino= 4.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 10.3% Caucasian= 12.5% English Language Learners= n-size Students with Disabilities= 3% Economically Disadvantaged= 9.2%	Overa l= 11.8% African American= 11.3% Amer. Indian/Alaskan Native= n-size Asian= 23.1% Hispanic/Latino= 6.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 6.5% Caucasian= 14% English Language Learners= 9.4% Students with Disabi ities= 2.5% Economica ly Disadvantaged= 9.4%	No State Testing	Not Yet Pub ic
Washington	K-5	Washington Virtual Academy ES	Overall= 49.2% African American= 40.9% Amer. Indian/Alaskan Native= 34.1% Asian= 66.3% Hispanic/Latino= 36.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 62.5% Caucasian= 49.8% English Language Learners= n-size Students with Disabilities= 19.4% Economically Disadvantaged= 39.4%	Overall= 51% African American= Amer. Indian/Alaskan Native= 42.4% Asian= 64.4% Hispanic/Latino= 38.7% Native Hawaiian/Pac. Islander= 48.6% Two or More Races= 60.9% Caucasian= 51.7% English Language Learners= 19.2% Students with Disabilities= 26.4% Economically Disadvantaged= 43.5%	No State Testing	Not Yet Pub ic	Overall= 36.2% African American= 22.8% Amer. Indian/Alaskan Native= 8.9% Asian= 60.2% Hispanic/Latino= 28.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 53.1% Caucasian= 36.8% English Language Learners= n-size Students with Disabilities= 15.5% Economically Disadvantaged= 26%	Overa l= 35.1% African American= 24.6% Amer. Indian/Alaskan Native= 15.2% Asian= 57.8% Hispanic/Latino= 29% Native Hawaiian/Pac. Islander= 28.6% Two or More Races= 39.10% Caucasian= 35.8% English Language Learners= 19.2% Students with Disabi ities= 21.6% Economica ly Disadvantaged= 26%	No State Testing	Not Yet Pub ic
Washington	9-12	Washington Virtual Academy HS	Overall= 83.5% African American= 81% Amer. Indian/Alaskan Native= n-size Asian= 90% Hispanic/Latino= 72.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 83.1% English Language Learners= n-size Students with Disabilities= 41.2% Economically Disadvantaged= 80.5%	Overall= 51% African American= 43.4% Amer. Indian/Alaskan Native= 42.4% Asian= 64.4% Hispanic/Latino= 38.7% Native Hawaiian/Pac. Islander= 48.6% Two or More Races= 60.9% Caucasian= 51.7% English Language Learners= 19.2% Students with Disabilities= 26.4% Economically Disadvantaged= 43.5%	No State Testing	Not Yet Pub ic	Overall=31% African American= 21.4% Amer. Indian/Alaskan Native= n-size Asian= 64.5% Hispanic/Latino= 21.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 30.3% English Language Learners= n-size Students with Disabilities= 5% Economically Disadvantaged= 27.7%	Overa l= 35.1% African American= 24.6% Amer. Indian/Alaskan Native= 15.2% Asian= 57.8% Hispanic/Latino= 29% Native Hawaiian/Pac. Islander= 28.6% Two or More Races= 39.1% Caucasian= 35.8% English Language Learners= 19.2% Students with Disabi ities= 21.6% Economica ly Disadvantaged= 26%	No State Testing	Not Yet Pub ic
Washington	6-8	Washington Virtual Academy MS	Overall= 53.1% African American= 42.1% Amer. Indian/Alaskan Native= 46% Asian= 74.6% Hispanic/Latino= 49.2% Native Hawaiian/Pac. Islander= 40% Two or More Races= 53.1% Caucasian= 53.8% English Language Learners= 19% Students with Disabilities= 20.8% Economically Disadvantaged= 44%	Overall= 54% African American= 44.6% Amer. Indian/Alaskan Native= 50% Asian= 78.1% Hispanic/Latino= 48.7% Native Hawaiian/Pac. Islander= 41.5% Two or More Races= 51.6% Caucasian= 54.2% English Language Learners= 6.7% Students with Disabilities= 21.7% Economically Disadvantaged= 43.4%	No State Testing	Not Yet Pub ic	Overall= 33.5% African American= 24.2% Amer. Indian/Alaskan Native= 14% Asian= 60.7% Hispanic/Latino= 27.7% Native Hawaiian/Pac. Islander= 17.9% Two or More Races= Caucasian= 41.3% English Language Learners= 16.7% Students with Disabilities= 9.8% Economically Disadvantaged= 24.5%	Overa l= 34% African American= 23.9% Amer. Indian/Alaskan Native= 14.3% Asian= 56.8% Hispanic/Latino= 27.5% Native Hawaiian/Pac. Islander= 17.1% Two or More Races= 35.5% Caucasian= 34.7% English Language Learners= 10% Students with Disabi ities= 10.6% Economica ly Disadvantaged= 26.8%	No State Testing	Not Yet Pub ic
Washington DC	K-8	Friendship Public Charter School Online	Overall= 45.68% African American= 43.56% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 23.21%	Overall= 46.77% African American= 46.84% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 17.64% Economically Disadvantaged= 45.9%	No State Testing	No State Testing	Overall= 25% African American= 21.8 Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 7.14%	Overa l= 21.93% African American= 20.9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= 10% Economica ly Disadvantaged= 16.66%	No State Testing	No State Testing
Wisconsin	9-12	Insight School of Wisconsin	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= 14.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 0%	No State Testing	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Overa l= 0% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 0%	No State Testing	Overall= n-size African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size

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State	Grade Range	School	2018 ELA Proficiency	2019 ELA Proficiency	2020 ELA Proficiency	2021 ELA Proficiency	20 8 Math Proficiency	2019 Math Proficiency	2020 Math Proficiency	2021 Math Proficiency
Wisconsin	9-12	Destinations Career Academy of Wisconsin HS	Overall= 53.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 41.7%	Overall= 53.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 50% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 50%	No State Testing	Overall= 22% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 18.2% English Language Learners= n-size Students with Disabilities= 16.7% Economically Disadvantaged= 19.4%	Overall= 43.3% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 40% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 41.7%	Overa l= 30.8% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33.3% English Language Learners= n-size Students with Disabi ities= n-size Economica ly Disadvantaged= 33.7%	No State Testing	Overall= 11.9% African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 0% Economically Disadvantaged= 9.7%
Wisconsin	9-12	Wisconsin Virtual Academy HS	Overall= 36.9% African American= 20% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 37% Native Hawaiian/Pac. Islander= n-size Two or More Races= 42.9% Caucasian= 38.1% English Language Learners= n-size Students with Disabilities= 8.3% Economically Disadvantaged= 24.8%	Overall= 29.2% African American= 11.1% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 38.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 31% English Language Learners= n-size Students with Disabilities= 5.6% Economically Disadvantaged= 26.1%	No State Testing	Overall= 16% African American= 4.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 2.6% Caucasian= 18.3% English Language Learners= 0% Students with Disabilities= 2.1% Economically Disadvantaged= 10.7%	Overall= 19.9% African American= 5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 11.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 14.3% Caucasian= 22.3% English Language Learners= n-size Students with Disabilities= 2.1% Economically Disadvantaged= 11.6%	Overa l= 17.2% African American= 3.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 19.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 18.8% English Language Learners= n-size Students with Disabi ities= 7.4% Economica ly Disadvantaged= 15.2%	No State Testing	Overall= 10.4% African American= 3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 6.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 0% Caucasian= 13.4% English Language Learners= n-size Students with Disabilities= 1.1% Economically Disadvantaged= 5.3%
Wisconsin	K-8	Wisconsin Virtual Academy K8	Overall= 33.5% African American= 13.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 33.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 19.5% Caucasian= 37.5% English Language Learners= 50% Students with Disabilities= 13.2% Economically Disadvantaged= 24.6%	Overall= 29.8% African American= 13.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 28.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 25% Caucasian= 32.5% English Language Learners= 33% Students with Disabilities= 13.7% Economically Disadvantaged= 19.8%	No State Testing	Overall= 24% African American= 10.9% Amer. Indian/Alaskan Native= 15.4% Asian= 46.2% Hispanic/Latino= 18.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 31.9% Caucasian= 26.2% English Language Learners= 15% Students with Disabilities= 9% Economically Disadvantaged= 18.9%	Overall= 23.7% African American= 10.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 17.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= 17.1% Caucasian= 26.9% English Language Learners= 37.5% Students with Disabilities= 8.9% Economically Disadvantaged= 13.3%	Overa l= 19.8% African American= 11.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 13.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 12.5% Caucasian= 22.1% English Language Learners= 11.1% Students with Disabi ities= 10.5% Economica ly Disadvantaged= 13.6%	No State Testing	Overall= 12.4% African American= 2.4% Amer. Indian/Alaskan Native= 0% Asian= 46.2% Hispanic/Latino= 6.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= 10.6% Caucasian= 15% English Language Learners= 10% Students with Disabilities= 4.0% Economically Disadvantaged= 8.1%

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Color Key
Blue- District School
Yellow= Dropout Recovery/Alternative Education Focus
White= Charter School

Section 2: Graduation Rate

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Alabama	Alabama Virtual Academy High School	100%	African American= 100% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 100% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 100% English Language Learners= n-size Students with Disabilities= 100% Economically Disadvantaged= 100%	84%	African American= 86.36% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 100% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 84.62% English Language Learners= n-size Students with Disabilities= 80% Economically Disadvantaged= 71.43%	Not Yet Public	Not Yet Public
Arizona	Arizona Insight Academy High School	26.88%	African American= 30.77% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 18.56% Native Hawaiian/Pac. Islander= n-size Two or More Races= 30% Caucasian= 29.65% English Language Learners= n-size Students with Disabilities= 28.57% Economically Disadvantaged= 23.24%	35.70%	African American= 21.74% Amer. Indian/Alaskan Native= 25% Asian= n-size Hispanic/Latino= 30.39% Native Hawaiian/Pac. Islander= n-size Two or More Races= 29.55% Caucasian= 41.51% English Language Learners= n-size Students with Disabilities= 40.28% Economically Disadvantaged= 10.89%	Not Yet Public	Not Yet Public
Arizona	Arizona Virtual Academy High School	56.25%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 47.17% Native Hawaiian/Pac. Islander= n-size Two or More Races= 53.33% Caucasian= 60.56% English Language Learners= n-size Students with Disabilities= 33.33% Economically Disadvantaged= 42.86%	54.07%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 59.09% Native Hawaiian/Pac. Islander= n-size Two or More Races= 60% Caucasian= 53.75% English Language Learners= n-size Students with Disabilities= 47.06% Economically Disadvantaged= 25%	Not Yet Public	Not Yet Public
Arkansas	Arkansas Virtual Academy High School	66.06%	African American= 68% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 68.75% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 65.68% English Language Learners= n-size Students with Disabilities= 74.36% Economically Disadvantaged= 62.11%	68.79%	African American= 62.07% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 77.27% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.51% English Language Learners= n-size Students with Disabilities= 60.42% Economically Disadvantaged= 66.82%	Not Yet Public	Not Yet Public
California	ISCA - Insight School of CA	66.60%	African American= 76.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 83.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 63.4% English Language Learners= 47.1% Students with Disabilities= 63.9% Economically Disadvantaged= 63.9%	65.80%	African American= 82.1% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 55% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.1% English Language Learners= 50% Students with Disabilities= 65.2% Economically Disadvantaged= 64.6%	56.30%	African American= 62.9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 59.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 55.1% English Language Learners= 52.6% Students with Disabilities= 50% Economically Disadvantaged= 55.3%

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State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
California	ISSD - Insight San Diego	77.80%	African American= 72.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 93.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 80.5% English Language Learners= n-size Students with Disabilities= 75.6% Economically Disadvantaged= 74.8%	72%	African American= 75% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 60.4% Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= 76.3% English Language Learners= 76.5% Students with Disabilities= 62.2% Economically Disadvantaged= 71.2%	62.70%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 60.7% Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= 68.6% English Language Learners= 41.7% Students with Disabilities= 55.2% Economically Disadvantaged= 59.8%
California	ISSJ - Insight San Joaquin	68.30%	African American= 76.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 76.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.5% English Language Learners= 58.8% Students with Disabilities= 60% Economically Disadvantaged= 66.2%	70.50%	African American= 71.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 62.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 73.5% English Language Learners= 81.8% Students with Disabilities= 60% Economically Disadvantaged= 67.9%	69.40%	African American= 78.3% Amer. Indian/Alaskan Native= n-size Asian= 92.3% Hispanic/Latino= 63% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 68.1% English Language Learners= 64.3% Students with Disabilities= 64.7% Economically Disadvantaged= 71.1%
California	CAVA @ Fresno	37.80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 36.8% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 29.6%	66.70%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 63.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 66.7% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 63.6%	67.40%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 65.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 65.6% English Language Learners= n-size Students with Disabilities= 47.8% Economically Disadvantaged= 66.7%
California	CAVA @ Kings	71.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 76% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 66.7%	66%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 58.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 65.2% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 68.4%	80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 76.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 81.8% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 76.7%
California	CAVA @ Kings	71.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 76% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 66.7%	66%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 58.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 65.2% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 68.4%	80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 76.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 81.8% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 76.7%

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
California	CAVA @ LA	64.70%	African American= 68% Amer. Indian/Alaskan Native= n-size Asian= 53.8% Hispanic/Latino= 62% Native Hawaiian/Pac. Islander= n-size Two or More Races= 69.6% Caucasian= 67.7% English Language Learners= 46.2% Students with Disabilities= 68.4% Economically Disadvantaged= 63.1%	73.30%	African American= 75.6% Amer. Indian/Alaskan Native= n-size Asian= 69.2% Hispanic/Latino= 76.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 83.3% Caucasian= 69.5% English Language Learners= 37.5% Students with Disabilities= 80.6% Economically Disadvantaged= 72.5%	79.30%	African American= 77.3% Amer. Indian/Alaskan Native= n-size Asian= 75% Hispanic/Latino= 82.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 78.8% English Language Learners= 45.5% Students with Disabilities= 72.2% Economically Disadvantaged= 78.2%
California	CAVA @ Maricopa	82.80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 76.9% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 80%	85%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 82.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 88.9% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 83.9%	60%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 48% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 87.5% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 57.5%
California	CAVA @ San Diego	61.20%	African American= 50% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 52.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= 75% Caucasian= 64.7% English Language Learners= n-size Students with Disabilities=53.6% Economically Disadvantaged= 60.5%	76.90%	African American= 83.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 84.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 71.2% English Language Learners= 57.1% Students with Disabilities= 81.3% Economically Disadvantaged= 74%	78.80%	African American= 70.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 84.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 76.3% English Language Learners= 64.7% Students with Disabilities= 65.4% Economically Disadvantaged= 78.6%
California	CAVA @ San Joaquin	69.80%	African American= 64% Amer. Indian/Alaskan Native= n-size Asian= 76.9% Hispanic/Latino= 73.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 69.1% English Language Learners= n-size Students with Disabilities= 28.6% Economically Disadvantaged= 62%	81.30%	African American= 79.2% Amer. Indian/Alaskan Native= n-size Asian= 86.7% Hispanic/Latino= 75% Native Hawaiian/Pac. Islander=n-size Two or More Races= 90.9% Caucasian= 81.8% English Language Learners= n-size Students with Disabilities= 58.8% Economically Disadvantaged= 72.2%	78%	African American= 100% Amer. Indian/Alaskan Native= n-size Asian= 78.9% Hispanic/Latino= 85.7% Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= 75.8% English Language Learners= n-size Students with Disabilities= 66.7% Economically Disadvantaged= 77.2%
California	CAVA @ San Mateo	56.50%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= 60% Hispanic/Latino= 47.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 59.3% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 50%	68.30%	African American= 58.3% Amer. Indian/Alaskan Native= n-size Asian= 75% Hispanic/Latino= 59.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 77.4% English Language Learners= 43.8% Students with Disabilities= 61.5% Economically Disadvantaged= 65.5%	70.20%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= 75% Hispanic/Latino= 66.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 71.1% English Language Learners= 58.3% Students with Disabilities= 66.7% Economically Disadvantaged= 66.7%

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
California	CAVA @ Sonoma	50.00%	African American= 41.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47.9% English Language Learners= n-size Students with Disabilities= 33.3% Economically Disadvantaged= 53.4%	50.40%	African American= 33.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 50% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 50% English Language Learners= n-size Students with Disabilities= 16.7% Economically Disadvantaged= 45.8%	55.60%	African American= 46.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 52.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 60% English Language Learners= n-size Students with Disabilities= 47.7% Economically Disadvantaged= 48.8%
California	CAVA @ Sutter	66.30%	African American= 45.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 62.5% English Language Learners= n-size Students with Disabilities= 38.5% Economically Disadvantaged= 63.6%	66.70%	African American= 46.2% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 71.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 67.2% English Language Learners= n-size Students with Disabilities= 52.9% Economically Disadvantaged= 60.2%	71.30%	African American= 66.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 73.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 67.3% English Language Learners= n-size Students with Disabilities= 62.5% Economically Disadvantaged= 69%
California	iQCA - LA	58.30%	African American= 54.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 51.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 57.9%	68.60%	African American= 64.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 77.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 53.6% English Language Learners= n-size Students with Disabilities= 54.5% Economically Disadvantaged= 65.9%	71.10%	African American= 75% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 82.1% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 64% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 75%
Colorado	Pikes Peak Online School	27.50%	African American= 20% Amer. Indian/Alaskan Native= 40% Asian= 0% Hispanic/Latino= 18.9% Native Hawaiian/Pac. Islander= 100% Two or More Races= 0% Caucasian= 31.4% English Language Learners= 41.7% Students with Disabilities= 40.4% Economically Disadvantaged= 22.3%	44.60%	African American= 50% Amer. Indian/Alaskan Native= 50% Asian= 100% Hispanic/Latino= 37.8% Native Hawaiian/Pac. Islander= 100% Two or More Races= 50% Caucasian= 46.3% English Language Learners= 35% Students with Disabilities= 46% Economically Disadvantaged= 42.03%	49.40%	African American= 61.1% Amer. Indian/Alaskan Native= 100% Asian= 100% Hispanic/Latino= 42.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 83.3% Caucasian= 49.4% English Language Learners= 60.9% Students with Disabilities= 50% Economically Disadvantaged= 45.4%
Colorado	Destinations Career Academy of Colorado	79.60%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 75% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 82.5% English Language Learners= 50% Students with Disabilities= 100% Economically Disadvantaged= 75.9%	85.90%	African American= 33.3% Amer. Indian/Alaskan Native= n-size Asian= 100% Hispanic/Latino= 92.6% Native Hawaiian/Pac. Islander= 100% Two or More Races= 50% Caucasian= 86.3% English Language Learners= 83.3% Students with Disabilities= 60% Economically Disadvantaged= 90.91%	91.40%	African American= 66.7% Amer. Indian/Alaskan Native= 100% Asian= 100% Hispanic/Latino= 96.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 55.6% Caucasian= 96.7% English Language Learners= 100% Students with Disabilities= 92.3% Economically Disadvantaged= 88.9%

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Colorado	Colorado Preparatory High School	58.10%	African American= 30% Amer. Indian/Alaskan Native= 100% Asian= 50% Hispanic/Latino= 64.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 60.4% English Language Learners= 75% Students with Disabilities= 50% Economically Disadvantaged= 53.3%	57.70%	African American= 50% Amer. Indian/Alaskan Native= 33.3% Asian= 100% Hispanic/Latino= 63.2% Native Hawaiian/Pac. Islander= 100% Two or More Races= 20% Caucasian= 58.3% English Language Learners= 50% Students with Disabilities= 41.2% Economically Disadvantaged= 57.32%	75%	African American= 83.3% Amer. Indian/Alaskan Native= n-size Asian= 100% Hispanic/Latino= 66.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 68.8% Caucasian= 78.2% English Language Learners= 69.2% Students with Disabilities= 57.1% Economically Disadvantaged= 73%
Florida	Florida Cyber Charter Academy @ Clay	No Grad Rate	No Grad Rate	94.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 91.7% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	Not Yet Public	Not Yet Public
Florida	Florida Cyber Charter Academy @ Duval	68.90%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 81.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 62.1% English Language Learners= n-size Students with Disabilities= 88.2% Economically Disadvantaged= 91.7%	78.30%	African American= 86.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 77.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 88.2%	Not Yet Public	Not Yet Public
Florida	Florida Cyber Charter Academy @ Osceola	67.30%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 58.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.4% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 72.7%	84.20%	African American= 81.3% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 73.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 86.2% English Language Learners= n-size Students with Disabilities= 60% Economically Disadvantaged= 87.5%	Not Yet Public	Not Yet Public
Idaho	Insight School of Idaho	25.50%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 33% English Language Learners= n-size Students with Disabilities= 25% Economically Disadvantaged= 25%	26.70%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 27% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 36% English Language Learners= n-size Students with Disabilities= 23.1% Economically Disadvantaged= 25.3%	Not Yet Public	Not Yet Public

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State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Idaho	Idaho Virtual Academy	79.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 76% English Language Learners= n-size Students with Disabilities= 60% Economically Disadvantaged= 78.9%	68.60%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 67% English Language Learners= n-size Students with Disabilities= 34.8% Economically Disadvantaged= 59.8%	Not Yet Public	Not Yet Public
Idaho	Idaho Technical Career Academy	41.00%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 47% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 40%	58.50%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 57% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 56%	Not Yet Public	Not Yet Public
Indiana	Insight School of Indiana	36.10%	African American= 48% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 16.67% Native Hawaiian/Pac. Islander= n-size Two or More Races= 20% Caucasian= 37.24% English Language Learners= n-size Students with Disabilities= 59.38% Economically Disadvantaged= 39.68%	36.93%	African American= 35.14% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 45.83% Native Hawaiian/Pac. Islander= n-size Two or More Races= 37.50% Caucasian= 36.56% English Language Learners= n-size Students with Disabilities= 58.06% Economically Disadvantaged= 46.90%	27.96%	African American= 32% Amer. Indian/Alaskan Native= Asian= n-size Hispanic/Latino= 16% Native Hawaiian/Pac. Islander= n-size Two or More Races= 40% Caucasian= 27% English Language Learners= n-size Students with Disabilities= 40% Economically Disadvantaged= 28.22%
Indiana	Indiana Digital Learning School	30.00%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= n-size	86.60%	African American= 88.24% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 87.76% English Language Learners= n-size Students with Disabilities= 83.33% Economically Disadvantaged= 92.59%	85.30%	African American= 79% Amer. Indian/Alaskan Native= Asian= n-size Hispanic/Latino= 71% Native Hawaiian/Pac. Islander= n-size Two or More Races= 84% Caucasian= 88% English Language Learners= n-size Students with Disabilities= 96.67% Economically Disadvantaged= 96.12%
Iowa	Iowa Virtual Academy	58.30%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 57.6% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 52.6%	68.50%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.5% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 54.6%	Not Yet Public	Not Yet Public

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State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Kansas	Insight School of Kansas	37.60%	African American= 54.8% Amer. Indian/Alaskan Native= n-size Asian= 100% Hispanic/Latino= 49.15% Native Hawaiian/Pac. Islander= n-size Two or More Races= 27% Caucasian= 35.4% English Language Learners= 28.6% Students with Disabilities= 29% Economically Disadvantaged=30.2%	45.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 53.13% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 35.36% English Language Learners= Students with Disabilities= 28.89% Economically Disadvantaged= 33.83%	Not Yet Public	Not Yet Public
Louisiana	Louisiana Virtual Charter Academy	48.60%	African American= 31.6% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 52.5% English Language Learners= n-size Students with Disabilities= 33.3% Economically Disadvantaged= 49.4%	52%	African American= 39.4% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander=n-size Two or More Races= n-size Caucasian= 54.6% English Language Learners= n-size Students with Disabilities= 27.8% Economically Disadvantaged= 46.7%	Not Yet Public	Not Yet Public
Maine	Maine Virtual Academy	60.20%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 54.55% Economically Disadvantaged= 59.76%	64.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= Students with Disabilities= 61.11% Economically Disadvantaged= 64.15%	69.74%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 50% Economically Disadvantaged= 65.08%
Michigan	Insight School of Michigan	43.54%	African American= 46.15% Amer. Indian/Alaskan Native= 66.67% Asian= 50% Hispanic/Latino= 52.94% Native Hawaiian/Pac. Islander= n-size Two or More Races= Caucasian= 42.25% English Language Learners= 66.67% Students with Disabilities= 21.95% Economically Disadvantaged= 39.07%	52.20%	African American= 57.69% Amer. Indian/Alaskan Native= n-size Asian= 95% Hispanic/Latino= 52.94% Native Hawaiian/Pac. Islander= n-size Two or More Races= 47.06% Caucasian= 51.39% English Language Learners= 50% Students with Disabilities= 34.15% Economically Disadvantaged= 49.04%	Not Yet Public	Not Yet Public
Michigan	Highpoint Virtual Academy of Michigan	No Grad Rate	No Grad Rate	40%	African American= 33.33% Amer. Indian/Alaskan Native= n-size Asian= 95% Hispanic/Latino= 5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 33.33% Caucasian= 50% English Language Learners= 95% Students with Disabilities= 5% Economically Disadvantaged= 36.84%	Not Yet Public	Not Yet Public

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Michigan	Michigan Great Lakes Virtual Academy	45.65%	African American= 41.18% Amer. Indian/Alaskan Native= 5% Asian= 50% Hispanic/Latino= 45.83% Native Hawaiian/Pac. Islander= n-size Two or More Races= 42.86% Caucasian= 46.67% English Language Learners= 25% Students with Disabilities= 21.43% Economically Disadvantaged= 40.87%	54.36%	African American= 50% Amer. Indian/Alaskan Native= 40% Asian= 66.67% Hispanic/Latino= 73.91% Native Hawaiian/Pac. Islander= n-size Two or More Races= 45% Caucasian= 54.39% English Language Learners= 37.50% Students with Disabilities= 35.48% Economically Disadvantaged= 51.46%	Not Yet Public	Not Yet Public
Michigan	Michigan Virtual Charter Academy	44.30%	African American= 32.86% Amer. Indian/Alaskan Native= 5% Asian= 75% Hispanic/Latino= 35% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 47.14% English Language Learners= 33.33% Students with Disabilities= 16.95% Economically Disadvantaged= 42.86%	52.69%	African American= 49.23% Amer. Indian/Alaskan Native= 95% Asian= 85.71% Hispanic/Latino= 42.86% Native Hawaiian/Pac. Islander= n-size Two or More Races= 45.45% Caucasian= 54.55% English Language Learners= 50% Students with Disabilities= 29.69% Economically Disadvantaged= 48.97%	Not Yet Public	Not Yet Public
Minnesota	Insight School of Minnesota	41.79%	African American= 30% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 50% Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 42.05% English Language Learners= n-size Students with Disabilities= 40.54% Economically Disadvantaged= 36.67%	34.85%	African American= 17.65% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 41.67% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 39.36% English Language Learners= n-size Students with Disabilities= 37.21% Economically Disadvantaged= 34.41%	Not Yet Public	Not Yet Public
Minnesota	IQ Academy Minnesota	40.45%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 40.28% English Language Learners= n-size Students with Disabilities= 30% Economically Disadvantaged= 21.43%	48.84%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 40% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 51.52% English Language Learners= n-size Students with Disabilities= 72.73% Economically Disadvantaged= 39.13%	Not Yet Public	Not Yet Public
Minnesota	Minnesota Virtual Academy	45.79%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 30.77% Native Hawaiian/Pac. Islander= n-size Two or More Races= 15.79% Caucasian= 50.3% English Language Learners= n-size Students with Disabilities= 36.73% Economically Disadvantaged= 41.51%	49.57%	African American= 60% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 34.78% Native Hawaiian/Pac. Islander= n-size Two or More Races= 46.15% Caucasian= 51.67% English Language Learners= n-size Students with Disabilities= 39.53% Economically Disadvantaged= 39.84%	Not Yet Public	Not Yet Public

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Nevada	Nevada Virtual Academy	85.80%	African American= 84.4% Amer. Indian/Alaskan Native= n-size Asian= 95% Hispanic/Latino= 82.9% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 85.9% English Language Learners= 64.7% Students with Disabilities=92% Economically Disadvantaged= 81%	88.70%	African American= 91.7% Amer. Indian/Alaskan Native= n-size Asian= 95% Hispanic/Latino= 88.2% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 86.7% English Language Learners= 93.1% Students with Disabilities= 86.2% Economically Disadvantaged= 88.2%	86.23%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= 94.12% Hispanic/Latino= 83.78% Native Hawaiian/Pac. Islander= 33.33% Two or More Races= 62.50% Caucasian= 87.39% English Language Learners= 75% Students with Disabilities= 88.97% Economically Disadvantaged= 87.97%
New Mexico	New Mexico Destinations Career	No Grad Rate	No Grad Rate	No Grad Rate	No Grad Rate	Not Yet Public	Not Yet Public
North Carolina	North Carolina Virtual Academy	60.20%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= 50% Caucasian= 63.9% English Language Learners= n-size Students with Disabilities= 53.3% Economically Disadvantaged= 30.8%	71.50%	African American= 86.5% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 58.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= 54.5% Caucasian= 69.7% English Language Learners= n-size Students with Disabilities= 66.7% Economically Disadvantaged= 39.1%	77.50%	African American= 75% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 78.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 90% Caucasian= 75.6% English Language Learners= n-size Students with Disabilities= 67.7% Economically Disadvantaged= 64.3%
Ohio	Ohio Digital Learning School	No Grad Rate	No Grad Rate	30.40%	African American= 27% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 25% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 32.1% English Language Learners= n-size Students with Disabilities= 21.4% Economically Disadvantaged= 31.9%	39.70%	African American= 32.8% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 44.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 41.4% English Language Learners= n-size Students with Disabilities= 31.5% Economically Disadvantaged= 36.2%
Ohio	Ohio Virtual Academy	51.30%	African American= 43.5% Amer. Indian/Alaskan Native= n-size Asian= -size Hispanic/Latino= 41.2% Native Hawaiian/Pac. Islander= 80% Two or More Races= 53.3% Caucasian= 52.7% English Language Learners= 57.1% Students with Disabilities= 20.5% Economically Disadvantaged= 42.6%	53.10%	African American= 45.9% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 48.7% Native Hawaiian/Pac. Islander= 83.3% Two or More Races= 42.9% Caucasian= 55.3% English Language Learners= 40% Students with Disabilities= 30.7% Economically Disadvantaged= 46.7%	60.50%	African American= 56% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 60.4% Native Hawaiian/Pac. Islander= n-size Two or More Races= 54.7% Caucasian= 61.5% English Language Learners= 70% Students with Disabilities= 42.7% Economically Disadvantaged= 52.9%
Oklahoma	Insight School of Oklahoma	35.60%	African American= n-size Amer. Indian/Alaskan Native= 50% Asian= n-size Hispanic/Latino= 20% Native Hawaiian/Pac. Islander= n-size Two or More Races= 24% Caucasian= 40.7% English Language Learners= n-size Students with Disabilities= 46.9% Economically Disadvantaged= 29.4%	Not Yet Public	Not Yet Public	Not Yet Public	Not Yet Public

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Oklahoma	Oklahoma Virtual Charter Academy	44.40%	African American= 30% Amer. Indian/Alaskan Native= 50% Asian= n-size Hispanic/Latino= 42.3% Native Hawaiian/Pac. Islander= n-size Two or More Races= 22.9% Caucasian= 49.2% English Language Learners= n-size Students with Disabilities= 33.3% Economically Disadvantaged= 34.4%	Not Yet Public	Not Yet Public	Not Yet Public	Not Yet Public
Oregon	Insight School of Oregon- Painted Hills	31.61%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 20.59% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 34% English Language Learners= n-size Students with Disabilities= 24% Economically Disadvantaged= 32.08%	25.58%	African American= 66.67% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 21.88% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 28.92% English Language Learners= 27.27% Students with Disabilities= 30.77% Economically Disadvantaged= 24.49%	Not Yet Public	Not Yet Public
Oregon	Destinations Career Academy of Oregon	No Grad Rate	No Grad Rate	50%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= 95% Hispanic/Latino= 80% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 41.18% English Language Learners= n-size Students with Disabilities= 50% Economically Disadvantaged= 52.63%	Not Yet Public	Not Yet Public
Oregon	Oregon Virtual Academy	36.11%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 31.82% Native Hawaiian/Pac. Islander= n-size Two or More Races= 48% Caucasian= 34.55% English Language Learners= n-size Students with Disabilities= 16.28% Economically Disadvantaged= 37.78%	44.59%	African American= 22.22% Amer. Indian/Alaskan Native= 66.67% Asian= 33.33% Hispanic/Latino= 28.95% Native Hawaiian/Pac. Islander= 95% Two or More Races= 44.44% Caucasian= 47.77% English Language Learners= 42.31% Students with Disabilities= 29.27% Economically Disadvantaged= 40%	Not Yet Public	Not Yet Public
Pennsylvania	Insight Pennsylvania Cyber Charter School	No Grad Rate	No Grad Rate	37.36%	African American= 26% Amer. Indian/Alaskan Native= n-size Asian= 50% Hispanic/Latino= 29.63% Native Hawaiian/Pac. Islander= n-size Two or More Races= 71.43% Caucasian= 42.55% English Language Learners= n-size Students with Disabilities= 36.84% Economically Disadvantaged= 28.89%	Not Yet Public	Not Yet Public

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Pennsylvania	Hill House Passport Academy Charter School	12.77%	African American= 13.11% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 33.33% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 8.33% English Language Learners= n-size Students with Disabilities= 14.63% Economically Disadvantaged= 12.50%	16.67%	African American= 18.06% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= n-size English Language Learners= n-size Students with Disabilities= 31.37% Economically Disadvantaged= 15.38%	Not Yet Public	Not Yet Public
South Carolina	Cyber Academy of South Carolina	61.09%	African American= 61.82% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 78.95% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 58.33% English Language Learners= n-size Students with Disabilities= 54.84% Economically Disadvantaged= 82.65%	72.40%	African American= 73.33% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 80% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 72.22% English Language Learners= n-size Students with Disabilities= 61.54% Economically Disadvantaged= 74.68%	76.74%	African American= 74.65% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 82.14% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 77.18% English Language Learners= n-size Students with Disabilities= 53.97% Economically Disadvantaged= 70.45%
South Carolina	South Carolina Virtual Charter School	44.54%	African American= 46.08% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 47.83% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 44.13% English Language Learners= n-size Students with Disabilities= 32.05% Economically Disadvantaged= 57.64%	58.86%	African American= 59.43% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 38.64% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 60.41% English Language Learners= n-size Students with Disabilities= 37.66% Economically Disadvantaged= 57.43%	71.20%	African American= 70.41% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 74.36% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 70.79% English Language Learners= n-size Students with Disabilities= 56.96% Economically Disadvantaged= 63.66%
Texas	Texas Virtual Academy at Hallsville	No Grad Rate	No Grad Rate	68.05%	Not Yet Public	Not Yet Public	Not Yet Public
Texas	Texas Online Preparatory School	89.90%	African American= 85.7% Amer. Indian/Alaskan Native= 100% Asian= 83.3% Hispanic/Latino= 90.7% Native Hawaiian/Pac. Islander= n-size Two or More Races= 88.9% Caucasian= 90.3% English Language Learners= n-size Students with Disabilities= 78.6% Economically Disadvantaged= 91.4%	92.80%	African American= 93.8% Amer. Indian/Alaskan Native= n-size Asian= 92.9% Hispanic/Latino= 92.5% Native Hawaiian/Pac. Islander= n-size Two or More Races= 89.5% Caucasian= 93% English Language Learners= n-size Students with Disabilities= 100% Economically Disadvantaged= 92.4%	Not Yet Public	Not Yet Public
Utah	Utah Virtual Academy	71.40%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 70-79% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 71.4% English Language Learners= n-size Students with Disabilities= 60-69% Economically Disadvantaged= 64.8%	77.10%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 55% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 79.9% English Language Learners= n-size Students with Disabilities= 66.7% Economically Disadvantaged= 72.2%	Not Yet Public	Not Yet Public

Attachment FF

State	School	2019 4-Year Grad Rate	2019 4-Year Grad Rate (Subpopulations)	2020 4-Year Grad Rate	2020 4-Year Grad Rate (Subpopulations)	2021 4-Year Grad Rate	2021 4-Year Grad Rate (Subpopulations)
Washington	Insight School of Washington	28.80%	African American= 21.2% Amer. Indian/Alaskan Native= n-size Asian= 53.85% Hispanic/Latino= 24.52% Native Hawaiian/Pac. Islander= n-size Two or More Races= 28.57% Caucasian= 30.32% English Language Learners= 23.53% Students with Disabilities= 31.58% Economically Disadvantaged= 21.78%	31.60%	African American= 30.77% Amer. Indian/Alaskan Native= 20% Asian= 39.13% Hispanic/Latino= 26.32% Native Hawaiian/Pac. Islander= n-size Two or More Races= 39.58% Caucasian= 32.51% English Language Learners= 22.86% Students with Disabilities= 19.44% Economically Disadvantaged= 25.88%	39.27%	African American= 45.45% Amer. Indian/Alaskan Native= n-size Asian= 33.33% Hispanic/Latino= 35.15% Native Hawaiian/Pac. Islander= n-size Two or More Races= 37.65% Caucasian= 41.09% English Language Learners= 25% Students with Disabilities= 31.33% Economically Disadvantaged= 35.58%
Washington	Washington Virtual Academy	79.40%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 54.55% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 80.33% English Language Learners= n-size Students with Disabilities= 71.43% Economically Disadvantaged= 68.12%	91.80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= 90% Hispanic/Latino= 90% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 93.2% English Language Learners= n-size Students with Disabilities= 82.61% Economically Disadvantaged= 91.22%	85.06%	African American= 85.71% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 76% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 87.88% English Language Learners= n-size Students with Disabilities= 80.49% Economically Disadvantaged= 84.10%
Wisconsin	Insight School of Wisconsin	45.20%	African American= 26.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 43.8% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 49.3% English Language Learners= n-size Students with Disabilities= 11.% Economically Disadvantaged= 41.5%	42.20%	African American= 57.69% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 42.11% Native Hawaiian/Pac. Islander= n-size Two or More Races= 11.11% Caucasian= 38.24% English Language Learners= n-size Students with Disabilities= 13.64% Economically Disadvantaged= 43.21%	Not Yet Public	Not Yet Public
Wisconsin	Destinations Career Academy of Wisconsin	87.00%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= n-size Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 88.2% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 100%	80%	African American= n-size Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 57.14% Native Hawaiian/Pac. Islander= n-size Two or More Races= n-size Caucasian= 84.38% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 75%	Not Yet Public	Not Yet Public
Wisconsin	Wisconsin Virtual Academy	66.80%	African American= 64.7% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 65.6% Native Hawaiian/Pac. Islander= n-size Two or More Races= 36.4% Caucasian= 69.7% English Language Learners= n-size Students with Disabilities= 7.1% Economically Disadvantaged= 61.7%	74.50%	African American= 56.52% Amer. Indian/Alaskan Native= n-size Asian= n-size Hispanic/Latino= 74.19% Native Hawaiian/Pac. Islander= n-size Two or More Races= 70% Caucasian= 77.14% English Language Learners= n-size Students with Disabilities= n-size Economically Disadvantaged= 67.89%	Not Yet Public	Not Yet Public

Attachment GG

Attachment GG ESP Client Charter Schools

State	School Name	Name of School's Authorizer	Authorizer Contact Information	Additional Information
AR	Arkansas Virtual Academy (ARVA)	Arkansas Department of Education	501-682-4475	
AZ	Arizona Virtual Academy (AZVA)	Arizona State Board for Charter Schools	602-364-3080	
AZ	Insight Academy of Arizona (ISAZ)	Arizona State Board for Charter Schools	602-364-3080	Dropout Recovery/Alternative Education Focus
CA	California Virtual Academy @ Fresno (CAVA@Fresno)	Orange Center Elementary School District	559-237-0437	
CA	California Virtual Academy @ Kings (CAVA@Kings)	Armona Union Elementary School District	559-583-5000	
CA	California Virtual Academy @ Los Angeles (CAVA@LA)	West Covina Unified School District	626-939-4600	
CA	California Virtual Academy @ Maricopa (CAVA@Maricopa)	Maricopa Unified School District	520-568-5100	
CA	California Virtual Academy @ San Diego (CAVA@San Diego)	Spencer Valley Elementary School District	760-765-0336	
CA	California Virtual Academy @ San Joaquin (CAVA@San Joaquin)	New Jerusalem Elementary School District	209-830-6363	
CA	California Virtual Academy @ San Mateo (CAVA@San Mateo)	Jefferson Elementary School District	650-991-1000	
CA	California Virtual Academy @ Sonoma (CAVA@Sonoma)	Liberty Elementary School District	707-795-4380	
CA	California Virtual Academy @ Sutter (CAVA@Sutter)	Meridian Elementary School District (used to be with Nuestro School District)	530-696-2604	
CA	Insight @ San Diego (ISSD)	Spencer Valley School District	760-765-0336	Dropout Recovery/Alternative Education Focus
CA	Insight @ San Joaquin (ISSJ)	New Jerusalem Elementary School District	209-830-6363	Dropout Recovery/Alternative Education Focus
CA	Insight School of California) (ISCA)	Maricopa School District	(520) 568-5100	Dropout Recovery/Alternative Education Focus
CA	iQ Academy California—Los Angeles (IQLA)	Rowland Unified School District	626-965-2541	
DC	Friendship Public Charter School Online (FPCS)	D.C. Public Charter School Board	(202) 328-2660	
FL	Florida Cyber Charter Academy at Clay County (FLCCA@Clay)	School Board of Clay County	(904) 284-6500	
FL	Florida Cyber Charter Academy at Duval County (FLCCA@Duval)	School Board of Duval County	(904) 390-2000	
FL	Florida Cyber Charter Academy at Osceola County (FLCCA@Osceola)	School Board of Osceola County	(407) 870-4600	
ID	Idaho Technical Career Academy (ITCA)	Idaho Public Charter School Commission	208-332-1561	
ID	Idaho Virtual Academy (IDVA)	Idaho Public Charter School Commission	208-332-1561	
ID	Insight School of Idaho (ISID)	Idaho Public Charter School Commission	208-332-1561	Dropout Recovery/Alternative Education Focus
IN	Hoosier Academy @ Indianapolis (Hoosier-Ind)	Ball State University	765-285-1336	
IN	Insight School of Indiana (ISIN)	Ball State University	765-285-1336	
LA	Louisiana Virtual Charter Academy (LAVA)	Louisiana Board of Elementary and Secondary Education	225-342-5840	

State	School Name	Name of School's Authorizer	Authorizer Contact Information	Additional Information

ME	Maine Virtual Academy (MEVA)	Maine State Charter School Commission	207-624-6729	
MI	Highpoint Virtual Academy of Michigan (HVAM)	Mesick Consolidated Public Schools	231-885-2727	
MI	Insight School of Michigan (ISMI)	Central Michigan University	989-774-2100	Dropout Recovery/Alternative Education Focus
MI	Michigan Great Lakes Virtual Academy (MGLVA)	Manistee Area Public School District	231-723-3521	
MI	Michigan Virtual Charter Academy (MVCA)	Hazel Park School District	248-658-5200	
NC	North Carolina Virtual Academy (NCVA)	North Carolina State Board of education	919-807-3401	
NV	Nevada Virtual Academy (NVVA)	Nevada State Public Charter School Authority (authority used to be Nevada State Board of Education)	775-687-9174	
OH	Ohio Digital Learning School (ODLS)	Ohio Council of Community Schools	419-720-5200	
OH	Ohio Virtual Academy (OHVA)	Ohio Council of Community Schools	419-720-5200	
OK	Insight School of Oklahoma (ISOK)	Oklahoma Statewide Virtual School Board	405-522-3240	Dropout Recovery/Alternative Education Focus
OK	Oklahoma Virtual Charter Academy (OKVA)	Oklahoma Statewide Virtual School Board	405-522-3240	
OR	Cascade Virtual Academy (CVA)	Mitchell School District	541-462-3311	
OR	Destinations Career Academy of Oregon (ORDCA)	Mitchell School District	541-462-3311	
OR	Insight Oregon - Painted Hills (ISOR-PH)	Mitchell School District	541-462-3311	Dropout Recovery/Alternative Education Focus
PA	Insight PA Cyber Charter School (ISPA)	PA Department of Education	717-783-6788	
PA	Passport Academy Charter School (PACS)	Pittsburgh Public School Board	412-529-4357	Dropout Recovery/Alternative Education Focus
SC	Cyber Academy of South Carolina (CASC)	The Charter Institute at Erskine	803-849-2464	
SC	South Carolina Virtual Charter School (SCVCS)	The Charter Institute at Erskine	803-849-2464	
UT	Utah Virtual Academy (UTVA)	Utah State Charter School Board	801-538-7720	
UT	Career Academy of Utah (CAU)	Utah State Univeristy	435-797-9050	
WI	Destinations Career Academy of Wisconsin (WIDCA)	School District of McFarland	608-838-4500	
WI	Insight School of Wisconsin K/8 & High School (ISWI)	School District of McFarland	608-838-4500	
WI	Wisconsin Virtual Academy (WIVA)	School District of McFarland	608-838-4500	
WV	West Virginia Virtual Academy	West Virginia Professional Charter School Board	adam.kissel@wvpcsb.org	

Attachment HH

Attachment HH ESP Client Accredited Charter Schools

State	School Name	Name of School's Authorizer	Accrediting Organization	Additional Information
AR	Arkansas Virtual Academy (ARVA)	Arkansas Department of Education	ADE	
AZ	Arizona Virtual Academy (AZVA)	Arizona State Board for Charter Schools	Cognia	
AZ	Insight Academy of Arizona (ISAZ)	Arizona State Board for Charter Schools	Cognia	Dropout Recovery/Alternative Education Focus
CA	California Virtual Academy @ Fresno (CAVA@Fresno)	Orange Center Elementary School District	WASC	
CA	California Virtual Academy @ Kings (CAVA@Kings)	Armona Union Elementary School District	WASC	
CA	California Virtual Academy @ Los Angeles (CAVA@LA)	West Covina Unified School District	WASC	
CA	California Virtual Academy @ Maricopa (CAVA@Maricopa)	Maricopa Unified School District	WASC	
CA	California Virtual Academy @ San Diego (CAVA@San Diego)	Spencer Valley Elementary School District	WASC	
CA	California Virtual Academy @ San Joaquin (CAVA@San Joaquin)	New Jerusalem Elementary School District	WASC	
CA	California Virtual Academy @ San Mateo (CAVA@San Mateo)	Jefferson Elementary School District	WASC	
CA	California Virtual Academy @ Sonoma (CAVA@Sonoma)	Liberty Elementary School District	WASC	
CA	California Virtual Academy @ Sutter (CAVA@Sutter)	Meridian Elementary School District (used to be with Nuestro School District)	WASC	
CA	Insight @ San Diego (ISSD)	Spencer Valley School District	WASC	Dropout Recovery/Alternative Education Focus
CA	Insight @ San Joaquin (ISSJ)	New Jerusalem Elementary School District	WASC	Dropout Recovery/Alternative Education Focus
CA	Insight School of California) (ISCA)	Maricopa School District	WASC	Dropout Recovery/Alternative Education Focus
CA	iQ Academy California—Los Angeles (IQLA)	Rowland Unified School District	WASC	
CO	Pike's Peak Online School (PPOS)	N/A	Cognia	Dropout Recovery/Alternative Education Focus
DC	Friendship Public Charter School Online (FPCS)	D.C. Public Charter School Board	Request for information pending	
FL	Florida Cyber Charter Academy at Clay County (FLCCA@Clay)	School Board of Clay County	Cognia	
FL	Florida Cyber Charter Academy at Duval County (FLCCA@Duval)	School Board of Duval County	Cognia	

State	School Name	Name of School's Authorizer		Additional Information
FL	Florida Cyber Charter Academy at Osceola County (FLCCA@Osceola)	School Board of Osceola County	Cognia	
ID	Idaho Technical Career Academy (ITCA)	Idaho Public Charter School Commission	Cognia	
ID	Idaho Virtual Academy (IDVA)	Idaho Public Charter School Commission	Cognia	
ID	Insight School of Idaho (ISID)	Idaho Public Charter School Commission	Cognia	Dropout Recovery/Alternative Education Focus
IN	Hoosier Academy @ Indianapolis (Hoosier-Ind)	Ball State University	Cognia	
IN	Insight School of Indiana (ISIN)	Ball State University	Cognia	
LA	Louisiana Virtual Charter Academy (LAVA)	Louisiana Board of Elementary and Secondary Education	BESE	
ME	Maine Virtual Academy (MEVA)	Maine State Charter School Commission	Request for information pending	
MI	Highpoint Virtual Academy of Michigan (HVAM)	Mesick Consolidated Public Schools	Cognia	

MI	Insight School of Michigan (ISMI)	Central Michigan University	Cognia	Dropout Recovery/Alternative Education Focus
MI	Michigan Great Lakes Virtual Academy (MGLVA)	Manistee Area Public School District	Request for information pending	
MI	Michigan Virtual Charter Academy (MVCA)	Hazel Park School District	Request for information pending	
NC	North Carolina Virtual Academy (NCVA)	North Carolina State Board of education	Request for information pending	
NV	Nevada Virtual Academy (NVVA)	Nevada State Public Charter School Authority (authority used to be Nevada State Board of Education)	Cognia	
OH	Ohio Digital Learning School (ODLS)	Ohio Council of Community Schools	Request for information pending	
OH	Ohio Virtual Academy (OHVA)	Ohio Council of Community Schools	Cognia	
OK	Insight School of Oklahoma (ISOK)	Oklahoma Statewide Virtual School Board	Cognia	Dropout Recovery/Alternative Education Focus
OK	Oklahoma Virtual Charter Academy (OKVA)	Oklahoma Statewide Virtual School Board	Cognia	
OR	Cascade Virtual Academy (CVA)	Mitchell School District	Cognia	
OR	Destinations Career Academy of Oregon (ORDCA)	Mitchell School District	Cognia	
OR	Insight Oregon - Painted Hills (ISOR-PH)	Mitchell School District	Cognia	Dropout Recovery/Alternative Education Focus
PA	Insight PA Cyber Charter School (ISPA)	PA Department of Education	Request for information pending	

State	School Name	Name of School's Authorizer		Additional Information
PA	Passport Academy Charter School (PACS)	Pittsburgh Public School Board	Request for information pending	Dropout Recovery/Alternative Education Focus
SC	Cyber Academy of South Carolina (CASC)	The Charter Institute at Erskine	Cognia	
SC	South Carolina Virtual Charter School (SCVCS)	The Charter Institute at Erskine	Cognia	
UT	Utah Virtual Academy (UTVA)	Utah State Charter School Board	Cognia	
WA	Insight School of Washington (ISWA)	N/A	Cognia	Dropout Recovery/Alternative Education Focus
WI	Destinations Career Academy of Wisconsin (WIDCA)	School District of McFarland	Cognia	
WI	Insight School of Wisconsin K/8 & High School (ISWI)	School District of McFarland	Cognia	
WI	Wisconsin Virtual Academy (WIVA)	School District of McFarland	Cognia	

cognia [redacted]

Idaho Technical Career Academy
[redacted]

Dear Idaho Technical Career Academy,

It is with great pleasure that Cognia congratulates you for earning the 2021 School of Distinction Award. The Schools of Distinction program recognizes schools and systems that truly stand out in their service to learners, as demonstrated in meeting the Cognia Performance Standards.

Across the world, educators dedicate themselves to maximizing opportunities for learners. This award, newly launched this year, recognizes institutions in the year of their accreditation review for excelling in their implementation of high-quality learning, organizational effectiveness, and commitment to continuous improvement.

Enclosed you will find tools to spread the word in your community and beyond about your recognition of excellence: a plaque commemorating your award and a window cling, both of which you can proudly display at your institution. In addition, Cognia has made a digital badge and press release template available online for your use at Extranet.Cognia.org/Distinction. Note that this link is hidden from general view and is only provided via this letter. You will need to sign in to your myJourney account, and then copy and paste or type the address into the browser.

The institutions receiving this honor are showcased on a web page, Cognia.org/Distinction. We encourage you to share the link with your stakeholders. We also encourage you to connect with us on social media, @CogniaOrg, and promote your award using #CogniaDistinction.

Again, congratulations on this achievement. Thank you for your commitment to providing high-quality education to learners!

Sincerely,

[redacted]

Annette Bohling, J.D.
Chief Global Accreditation Officer


cognia
SCHOOL OF
DISTINCTION
Idaho Technical
Career Academy
Has Achieved
Accreditation
with Distinction
Recognizing Excellence in Education
2021
cognia

Idaho Technical Career Academy

Meridian, Idaho

February 28 – March 3, 2021

Digital Learning Accreditation Engagement Review

261186

Table of Contents

Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions in order to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact,** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments in order to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity,** and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	4
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Leadership Capacity Standards										Rating
1.11	Leaders utilize ethical marketing and communication practices.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	4

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.6	The institution implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	4	EM:	3
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.8	The institution provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4

Learning Capacity Standards										Rating
2.9	The institution implements processes to identify and address the specialized needs of learners.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
2.13	The institution ensures authenticity in student learning in a digital learning environment.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	4
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3

Resource Capacity Standards										Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3
3.9	The institution provides an effective Learning Management System (LMS).									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
3.10	The institution's technology infrastructure supports teaching, learning, and operational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Cognia Observation Tool for Digital Learning

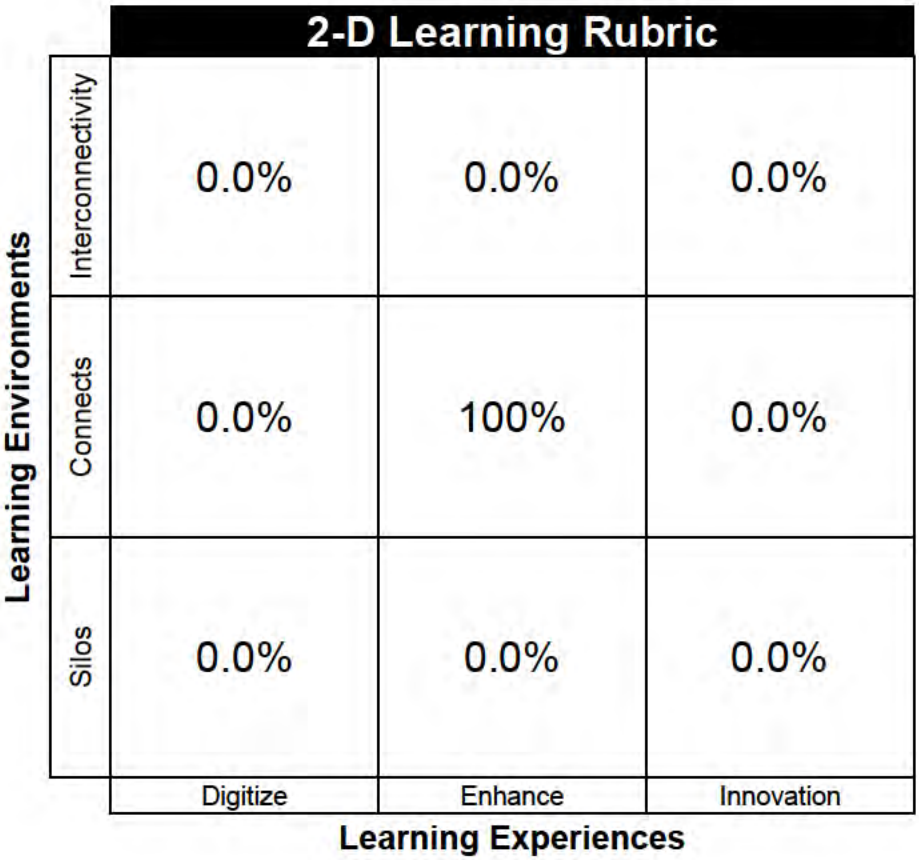
The instrument that is used by the Engagement Review Team is the Cognia Observation Tool for Digital Learning. This tool provides a format for reviewing five major key areas of the digital environment including Instructional Design, Learning Engagement, Platforms and Technologies, Assessment for Learning, and the Digital Learning Community. The tool provided the contextual framework for the team in conducting classroom observations, whether synchronously or asynchronously, and established a common language for team discussion. Additionally, these five areas (with their accompanying indicators) provided support for the team as they interviewed leaders, teachers, and students about the digital learning environment of your school.

The 2-D Learning Rubric looks at the instructional delivery with the key areas from a two-dimensional (2D) perspective that measures the Learning Environments and Learning Experiences. The 2-D Learning Rubric identifies the percentage of scores that fall into nine possible cells and will serve as a baseline for the educational provider's continuous improvement journey. The ratings and averages are in support of the findings of the Engagement Review Team. The results of the observation tool will also be posted in the workspace for additional access. The Learning Experiences are categorized as Digitize, Enhance and Innovation. Learning Environments are categorized as Silos, Connects, and Interconnectivity. The relationship between the experience and the environment is then rated.

These data support the team's findings and your own review of your program. Scores derived from these observations have no mathematical impact on the Index of Education Quality (IEQ) or final ratings of any of the Standards. They, in fact, support the areas of strength and needs for improvement identified in this report.

Cognia Observation Tool for Digital Learning						Institution	Cognia Average
Instructional Design: Instruction is designed to promote interactive engagement with personalized academic content.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.93**	**2.53**
Learners have access to appropriately challenging curriculum (providing rigor, relevance, and fostering positive relationships).	3	0	0	0	0	4.00	2.92
Learners engage in a competency-based curriculum.	3	0	0	0	0	4.00	2.80
Instructional design incorporates evidence-based strategies appropriate for digital learning environments.	3	0	0	0	0	4.00	2.56
Instruction is designed to encourage collaboration with peers and mentors in meeting high learning expectations.	3	0	0	0	0	4.00	1.97
Learners demonstrate work that reflects the high expectations of the instructional design.	2	1	0	0	0	3.67	2.41
Learning Engagement: Dynamic learning environments support interactive engagement to create personalized learning experiences.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.75**	**2.24**
The mentors and learners collaborate on personalized learning experiences that provide equity in learner voice and choice (e.g. competencies, rigor, time, place, and pace).	3	0	0	0	0	4.00	2.31
Learners engage in rigorous learning experiences, including interac ion between peers and mentors and the use of higher order thinking skills.	3	0	0	0	0	4.00	2.12
Learner interactions with peers, mentors, and the academic content permeate the digital environment.	2	1	0	0	0	3.67	2.09
Learners make connections from the digital learning environment to real-life experiences.	2	0	1	0	0	3.33	2.43
Platforms and Technologies: Technology platforms are dynamic and enable innovative interactions between mentors and learners in support of personalized learning pathways.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.67**	**2.35**
Learners have equal access to resources in a Learning Management System (LMS) or Content Management System (CMS) to enable classroom discussions, ac ivities, digital tools, and support.	3	0	0	0	0	4.00	3.04
Learners use digital resources to gather, evaluate, and/or use information for learning.	3	0	0	0	0	4.00	2.50
Learners use digital resources to conduct research, solve problems, and/or create original works for learning.	0	2	1	0	0	2.67	2.24
Learners use digital platforms to communicate and/or work collaboratively for learning.	3	0	0	0	0	4.00	2.17
Learners and mentors engage in interactive digital platforms that have capacity to support new technologies (e.g. adaptive technology, technology-enhanced items, virtual reality, or augmented reality).	2	1	0	0	0	3.67	1.82

Cognia Observation Tool for Digital Learning						Institution	Cognia Average
Assessment for Learning: Assessment for learning promotes the development of learning goals, support and progress monitoring, and student ownership of the learning process.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.67**	***2.26***
Learners engage in a process that includes goal setting, self-assessment, and reflection on learning with support from mentors.	3	0	0	0	0	4.00	***2.18***
Learners engage consistently in active communication (static and dynamic) with mentors about their learning goals.	3	0	0	0	0	4.00	***2.30***
Learners engage in the coaching process with their mentors in their progress towards learning goals.	1	2	0	0	0	3.33	***2.20***
Learners take responsibility in the creation and attainment of their learning goals.	0	3	0	0	0	3.00	***2.17***
Learners engage consistently in active feedback (static and dynamic) with mentors.	3	0	0	0	0	4.00	***2.44***
Digital Learning Community: The community promotes positive interactions and relationships between and among learners and mentors.	**HE**	**EV**	**SE**	**NE**	**NA**	**3.83**	***2.18***
Learners are engaged in promoting digital citizenship and a culture of connectedness.	3	0	0	0	0	4.00	***2.18***
Learners communicate and interact respectfully with mentor(s) and each other.	3	0	0	0	0	4.00	***2.65***
Learners and mentors have opportunities to develop empathy and respect for personal and socio-cultural differences among members within the community.	1	2	0	0	0	3.33	***1.75***
Learners and mentors have opportunities to build a sense of community by fostering positive relationships (peer to peer, peer to adult, adult to adult).	3	0	0	0	0	4.00	***2.14***


2-D Learning Rubric
Learning Environments
Interconnectivity
Connects
Silos
0.0%
0.0%
0.0%
0.0%
100%
0.0%
0.0%
0.0%
0.0%
Digitize
Enhance
Innovation
Learning Experiences

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	376.18	CIN 5 Year IEQ Range	278.34 – 283.33

Insights from the Review

Idaho Technical Career Academy (ITCA) is a virtual career-technical education charter school that provides an occupational sequence of instruction to prepare Idaho students to obtain the necessary technical skills needed to pursue post-secondary education, achieve occupational certifications, or enter directly into the workforce. The school focuses are in three areas providing: 1) an alternative to academic virtual schools; 2) career pathways to students geographically dispersed throughout Idaho (41% rural), academically deficient (32% credit-deficient), at-risk, and underserved (49.5% free and reduced lunch); and 3) Idaho industries with educated and employment-ready individuals. All students have an individual learning plan. K12 is the educational services provider that provides curriculum, technology, and management services (Head of School).

The influence of the pandemic had an impact on school enrollment. In the 2019-2020 school year, the enrollment of this state-wide school in August was 118, and in February was 203. In 2020-2021, the enrollment in August was 218, and in February was 306. If this growth is sustained or increases, it will impact the future planning of the school.

Team members identified several themes after reviewing the provided documents and participating in focus groups with the board, administrative staff, teachers, parents, community members, and students. Each of these themes is a thread that runs through the three strategic areas the school identified as its primary focus for growth and development. These focus areas are academics, career pathways, and student experience.

The school has an intentional alignment of beliefs and actions stated in the purpose statement with an ongoing commitment to the success of the continuous improvement plan and long-term support and involvement of the governing authority. All documentation, data, and focus group interviews provided evidence of an embedded culture and climate of continuous improvement. The culture and climate were engrained by the Head of School (HoS) and the board from the initial establishment of the school in 2014, and both the HoS and the board are actively involved in the operation and oversight of the school up to this time. The continuous improvement culture is evident in academics, career pathways, and student experience. In interviews, teachers expressed how passionate they are about student growth. The team noted a high level of trust throughout the school developed by the HoS and a commitment to continuous improvement in the administration and faculty. Student data show growth in student retention, graduation rate, and number and percentage of students passing career-technical exams. The school board and the leadership team support each other and identify the same goals and commitments as the team heard in the review interviews with teachers, parents, and students. The yearly school goals are reviewed by various stakeholder groups each spring for the upcoming school year. Continuous improvement goals have collected and analyzed data, and new objectives are determined throughout the year. The school stated the next steps in continuous improvement goals broadly. In academics, it is to continue deploying strategies to increase academic performance. In Career Technical Education (CTE), it is to continue to expand occupational opportunities for students. In student experience, it is to continue to cultivate student connections. The school may want to help teachers and other staff members increase their comfort level using data to analyze their own practice and performance. The school might also consider ways to continue and sustain this climate of continuous improvement with the growth in the number of staff members due to anticipated significant student growth.

The school uses a data-driven and collaborative process to assess the district's programs and continuously improve student learning. A combination of internal and external tools allows the district to ensure a student experience that is individualized, guaranteed, and viable. The team noted three areas of excellence in data collection and analysis. One is an extensive plan for data collection in all areas, including academics, career planning, and student experience. Implemented in this plan for academics were data meetings, professional learning community (PLC) collaborations, targeted small group response to intervention (RTI) sessions, adjusted class times to facilitate small group sessions, standards-based interim assessments, and live and recorded classroom observations. A second is the use of data teams in the school to analyze data and plan for the next steps. In CTE, the next steps in offering areas of career preparation were determined to be, in order of priority, Medical Assistant, Game Design, Software Development, Sports Medicine, and Web Design. And the third area of excellence is to make adjustments in the type of data collected to ensure staff members have the necessary information to make decisions. In the student experience area, improvements like mailing birthday cards, recognizing students for academic achievement, and monthly virtual school assemblies resulted in improved student retention of 7.2 percent and overall student satisfaction improving 6 percent year after year. In planning for the next steps, data teams might focus on using data to help teachers identify overall areas for improvement in addition to those areas currently used for RTI. In the future, the school should address the challenges that will come with more extensive staff and student body to ensure that all staff is part of the collaborative data culture and the needs of all students continue to be met. The chool also might plan for the next steps in data collection as the school grows in the number of students.

Educators have embedded personal, equitable learning opportunities within a culture that shares beliefs about learner engagement and developing creative, innovative, and problem-solving skills in all curricula, which are based on high expectations, are consistently applied, and prepare all learners for their next levels. The leadership team, Board of Directors, and staff members

have high expectations for all stakeholders in the school community. Those expectations have translated into actions that create immediate and long-term growth in each of the school's focus areas. The leadership team uses data meetings and strategic planning to operationally define "success" and proficiency in academics, career development, and student experience. Significant evidence indicated that resources and support are directed to support these goals and lead to increased success in each area. One of these areas is special education, expressed to the team in an interview. The director of special education was given the opportunity to restructure the delivery of special education. The school currently has 25 special education students and one special education teacher. Instead of having all students in one or two classes, the director of special education was able to look at the individual needs of each student, adjust each student's IEP, and, with accommodations like audio readers and reduced writing requirements, integrate the students into general education classes and testing. The teachers use a team approach and use very specific wording in the accommodations. The special education director and seven teachers meet during every staff meeting, discuss IEP goals and accommodations, and stress parent participation with the teachers and referral team. There is a high level of interaction with families. The result has been reduced stigmatization of special needs students and increased performance while in regular classes with targeted support. Similarly, every student in the school has individual instructional levels in reading and math, assessed by the Northwest Evaluation Association (NWEA) tests in the 9th, 10th, and 11th grades, and students testing below grade-level are supported in small group targeted sessions.

The school enrolls students interested in pursuing a high school education and specialization in a career-technical pathway. Demographic data show that the school is serving a population of students with a variety of unique needs. In addition to growth in state-mandated achievement data, school data show significant growth in graduation rates for alternative students in need of considerable credit recovery, student achievement of goals on IEPs, and successful completion of career technical pathways and certification exams. Allocation of resources and support is clearly aligned to the school's three focus areas. Data reviewed by the team show that the resources and support produce short and long-term improvement in each identified area, and longitudinal data show steady progress in each area. Potential next steps are to identify additional career pathways as the student body grows and use stakeholder surveys and focus groups to identify areas of need (i.e., social-emotional learning, family engagement) and partnerships that will support those needs.

Creativity, innovation, digital activities, and collaborative problem-solving were consistently in evidence at Idaho Technical Career Academy through artifacts and interviews. In problem-based learning (PBL), students learn by actively engaging in real-world and personally meaningful projects. This is a collaborative process among students. The expectation of teachers is a 75% learning activity/25% lecture ratio for live class sessions. Teachers meet weekly for PLC, where they evaluate the implementation of instruction and quality of engagement. Through weekly collaboration, teachers develop creative and innovative solutions. Social-emotional learning (SEL) professional development is infused into weekly staff meetings to practice and provide reflection time for teachers to integrate the 7 Mindsets in their classrooms. To enhance the development of learning opportunities for students to learn creativity, cultivate innovation, and encourage collaborative problem-solving, the school has recently added a new classroom platform called Newrow. An area for future consideration would be developing authentic assessments that are compatible with the K12 curriculum and the online education model.

The school engages all its resources, opportunities, and goals together to achieve long-term success and excellence. The team learned through artifacts, presentations, and interviews that, from the beginning of the school seven years ago, the Board of Directors has had a high level of support and commitment to the school's vision. This includes a clear understanding of the board's role in governing the school and approving budgets, making staffing recommendations, and creating policies that provide

a strong and solid foundation for the school. Similarly, the continuing and growing support from the Technical Advisory Committee and the involvement of industry experts in the technical advisory committees representing different industry segments has been a source of strength for the school. The long-term growth in student enrollment, and the more recent considerable increase of nearly 100 students in the last year during the pandemic, speaks both to the need for the school and its long-term commitment to continuous improvement. Finally, the quality and support of the K12 organization, with its attention to the quality of implementation and continuous improvement, added to the HoS's recruitment and retention of teachers with a high level of expertise and collaboration in both academic instruction and career technical instruction for an at-risk student population, has created a highly effective educational environment. The outcomes for the school show increasing improvement each year, and the teachers have the flexibility to work in an environment that changes in student needs and enrollment each year, especially this last year. The challenge for the upcoming year will be to determine the budget and staffing needs in the year following the COVID-19 pandemic, based on a projection of what the enrollment will be in the 2021-22 school year.

Cognia expects schools to be aware of all accreditation Standards and requirements, celebrate their work meeting Standards rated as Impacting, and address suggested Standards rated at the Insufficient level. Many of the Standards are interdependent and have been identified in themes earlier in this narrative. Some individual standards did not align with the themes above. To provide the best possible feedback for your school, issues related to those Standards are addressed below.

The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness. The school has historically done a very good job of anticipating needs and priorities. During the current school year, the enrollment, due to school closures and the pandemic, had increased by 100 students by August over the previous year. By February, it had not only sustained that number, but it had risen to over 300 total students. It remains to be seen what will happen in the fall of this next school year. There may be an expansion or contraction of the pandemic due to vaccinations and its activity cycle. It may be hard to estimate the number of students who will initially enroll in the school and the number who will continue their enrollment. This uncertainty will necessitate adequate advanced planning by the school to allow for various scenarios to mitigate the impact of a change in enrollment, whether it is an increase, decrease, or a continuation of current enrollment levels.

This report describes in some detail, themes related to most of the Standards that are rated Impacting. However, a number of those highly rated Standards did not fit into themes. Those represent characteristics of the school that stand out. For example, the collection and analysis of feedback from multiple stakeholder groups, use of ethical marketing and communications, development of learners' traits needed for success, students' positive relationships with adults and peers, and curriculum alignment. Additionally, the institution provides adequate access to digital resources and makes those resources available through its learning management system and infrastructure to support teaching, learning, and operational effectiveness.

The team thanks the school for its genuine engagement in the continuous improvement process and hopes the Idaho Technical Career Academy stakeholders use the insights from this review as they move forward in their continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Todd Goble, Lead Evaluator	Todd Goble graduated from Allegheny College, in Meadville, PA with a B.A. in English and an M.A. in education. He taught in the Cleveland area (1970) and was involved with alternative high school education since 1975. He was an at-risk high school teacher, an assistant high school principal, an at-risk high school principal, and a a career-technical high school director. He is a certified public school superintendent and worked on a PhD in Urban Education, Cleveland State University. Mr. Goble served as a teacher, principal and executive director for Pikes Peak Academy, an alternative at-risk Christian high school, Colorado Springs. He served as the StreetSchool Network vice president of education (2003-2010), designing and implementing its national replication model under a Bill and Melinda Gates grant called the Alternative High School Initiative, integrating accreditation. Mr. Goble began involvement with accreditation (2005) and is a Lead Evaluator. During 2011, he was the interim executive director of AHSI and a Sagamore Institute Senior Fellow. He was the CEO for The Summit Education Group and led it to Cognia corporation accreditation with two digital learning schools. Mr. Goble is retired and is a Lead Evaluator for Cognia, nationally and internationally. He resides in Redding, California.
Christine Ivie	Dr. Christine Ivie has over 30 years of experience in education and administration, focusing primarily on comprehensive reform, school improvement, and school choice with a particular emphasis on serving students from high poverty, rural communities. She previously served as the chief of education for the National Aeronautics and Space Administration (NASA) Ames Research Center, deputy superintendent for the Idaho Department of Education, and chief elementary and secondary academic officer for the Idaho State Board of Education. Dr. Ivie served as a teacher, counselor, principal, special education director, superintendent, and board member in traditional public and public charter school LEAs. She has also worked as a coach, advisor, and consultant for federal and state government agencies and non-profit organizations. Dr. Ivie is a licensed professional counselor and certificated educator in Idaho. She currently serves as the superintendent of Heritage Academy, Idaho Public School District #479 and is working with educators to implement education models that increase student engagement and student achievement across all groups of students.

Team Member Name	Brief Biography
Piergiorgio Parisio	Piergiorgio Parisio has 21 years of teaching experience. The last nine years were as a mathematics, science, and social studies teacher at Saudi Aramco Expatriate Schools. During his tenure at SAES, Mr. Parisio assumed a variety of leadership positions including but not limited to the school leadership team, data team leader, curriculum alignment team leader, and site advisory council. In addition to having earned a Bachelor of Science from the University of California at San Diego, he has teaching certifications for elementary, middle level mathematics, and secondary social science. Mr. Parisio earned a master's in business administration from San Diego State University. He has had a unique career in education and has taught in the US and internationally as well. While abroad, Mr. Parisio taught at international schools and schools run by natural resource companies, such as ALCOA, Newmont Mining, and Saudi Aramco.

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EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between

LEADERS FOR HAWAII'S FUTURE

And

K12 VIRTUAL SCHOOLS LLC

FOR THE LIMA NO'EAU CAREER ACADEMY SPONSORED BY THE HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION FOR GRADES K THROUGH 12

Attachment II

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
LEADERS FOR HAWAII'S FUTURE
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT ("**Agreement**") is made and entered into between the Governing Body (the "**Board**") of the Leaders for Hawaii's Future, a Hawaii nonprofit entity and K12 Virtual Schools LLC, a Delaware limited liability company (hereinafter "**K12**"), each a "**Party**" together the "**Parties**", and includes the following exhibits:

a. Exhibit A (Products and Services)
b. Exhibit B (K12 Proprietary Marks)
c. Exhibit C (Form Notice of Intent)

BACKGROUND

A. The Board was authorized by Hawaii State Public Charter School Commission (the "**Authorizer**") pursuant to a charter contract (the "**Charter**") to operate and govern the Lima No'eau Career Academy, a virtual public charter school, also be referred to as LNCA in short form.

B. The School's mission is to offer an innovative way of learning through the use of technology combined with teacher, student and parent (learning coach) involvement, to provide an alternative public school model for elementary, middle and high school students throughout the State of Hawaii ("**State**").

C. The Board and Authorizer entered into the Charter dated _____ [CHARTER DATE], pursuant to Chapter §302D of the Hawaii Revised Statutes, to operate the School which will utilize K12 products and services in accordance with this Agreement.

D. K12 and its Affiliates (defined below) will provide the Board with a variety of educational products and services which may include curriculum, online school and learning management systems, teacher training, school administration and technology services specified in this Agreement.

NOW THEREFORE, the Parties agree as follows:

1. DEFINITIONS. For the purposes of this Agreement, capitalized terms used herein, but not otherwise defined, shall have the meaning ascribed to them in this Section 1 as follows:

1.1 Affiliates. An Affiliate of K12 is an entity that controls, is controlled by, or under common control with K12, where "control" means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2 Applicable Law. Applicable Law is the Constitution of the State and federal, state or local statutes and regulations applicable to public charter schools in the State, and any amendments to, or recodification of, the aforementioned laws. Without limitation, Applicable Law includes all requirements, terms and conditions established by any federal or state funding source.

1.3 Change in Net Assets. A Change in Net Assets is the difference in a given Fiscal Year between the School Revenues and School Expenses as certified by an independent audit in accordance with Generally Accepted Accounting Principles (GAAP).

1.3.1 A "Positive Change in Net Assets" means School Revenues exceeded School Expenses in a given Fiscal Year.

1.3.2 A "Negative Change in Net Assets" means School Expenses exceeded School Revenues in a given Fiscal Year.

1.4 Facility. Facility is the real property leased for the School's administrative offices located at _____[TO BE DETERMINED].

1.5 Fiscal Year. The Fiscal Year is the period from July 1 through June 30.

1.6 Net Asset Position. Net Asset Position means the difference between total assets and liabilities of the School at the end of a given Fiscal Year as certified by an independent audit in accordance with GAAP.

1.6.1 A "Positive Net Asset Position" means that total assets of the School exceed total liabilities of the School.

1.6.2 A "Negative Net Asset Position" means that total liabilities of the School exceed total assets of the School.

1.7 School Revenue. School Revenue is all funding received by or on behalf of the Board as attributed to any Student or the School which includes, but is not limited to, the following sources as applicable: state and local per-pupil basic education funds and other public school state and local funding; federal funds for the School and/or its Students; other funding including, but not limited to, Title I funding; State provided facility funding and other revenue sources provided by law and obtained by or on behalf of the School and its Board (which are not specifically excluded herein) and all contributions and grants received by or on behalf of the School or its Board. School Revenues shall not include: (i) income generated by Students individually or collectively via student fundraisers (whether such fund raiser is School-sponsored), and (ii) private charitable donations made to the School's general fund; all to the extent K12 is not required to manage, track, report on or otherwise assist with the generation, disbursement or collection of such income or donations.

1.8 Special Education Student. A Special Education Student is any Student who has, will have or requires an Individualized Education Program ("**IEP**").

1.9 Student. A Student is any pupil enrolled and/or otherwise taking course(s) in the School or previously enrolled, including those pupils who have withdrawn.

1.10 Student Support Staff. Student Support Staff means any position, other than Teachers, that provides direct services to the Students, other than a guidance counselor.

1.11 Teachers. Teachers are staff providing direct instruction to the Students, including master and lead teachers, if any.

2. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

2.1 Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the School, on a non-exclusive, non-assignable, non-sublicensable basis the products and product related services, as described in Section I of Exhibit A, to include curriculum, access to an online school and learning management system(s), instructional tools and other products and product related services as set forth in Section I of Exhibit A (collectively the "**Educational Products**"). Notwithstanding the forgoing, no Educational Products shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the expiration or termination of this Agreement.

2.2 Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the School "**Administrative Services**", including financial and school administration services,

Teacher training and management, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the expiration or termination of this Agreement.

2.3 Place of Performance. Performance of any services is not required to be rendered at the Facility and may be performed at K12's corporate offices or elsewhere in K12's discretion, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter.

2.4 K12 Compliance. K12 will provide the Educational Products and Services and shall maintain the confidentiality of School personnel, Student data and other records in material compliance with Applicable Law, the Charter (the terms of which are incorporated into this Agreement as if fully set forth herein), and School policies made known to K12 in writing and relating to the School. Subject to Section 3.2 and Section 12, K12 shall also comply with changes in School policies within thirty (30) days of receipt of written notice and a copy thereof.

2.5 Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital, veteran or familial status, and sexual orientation, and on all other bases required by Applicable Law.

3. BOARD RESPONSIBILITIES AND GOVERNANCE.

3.1 School Oversight and Compliance. The Board shall be responsible for overseeing the School's quality, operational and financial performance, budget and curriculum in accordance with the Charter and Applicable Law, and working with the Authorizer and other authorities as required by law. K12 shall reasonably cooperate with such monitoring and oversight. The Board shall also be responsible for monitoring K12's performance to ensure compliance with the Charter and the terms of this Agreement.

3.2 Adoption of Policies. K12 shall recommend various School policies. The Board, however, retains ultimate responsibility for adopting policies and for overseeing K12's implementation. K12 will cooperate with the implementation of School policies and adopt procedures consistent with such policies, subject to Section 12. The Parties will work collaboratively in a timely manner on the creation of School policies. Until collaborative policies are in effect, the Parties agree that K12's standard policies and practices applicable to similarly situated schools shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all School policies adopted and must promptly notify K12 in writing of any changes to such policies. The Parties agree that no School policies shall revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties as a written amendment hereto.

3.3 Confidentiality of Records/FERPA. The Board shall ensure that K12 has the right to access personnel, Student and School financial data. For purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("**FERPA**") and the State open records act, the Board acknowledges and agrees that K12 has a legitimate educational interest for purposes of the School representatives disclosing a student's educational records to K12. The Board shall define "school officials" and "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

3.4 School Related Documents. The Board shall promptly provide K12 with reports, documents and other findings that are related to, or may have an impact on, the School and/or K12's obligations herein. Such School related correspondence includes, but is not limited to, Board resolutions and reports, minutes of Board meetings, State audit preliminary and final reports, and Authorizer reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body. The Board

shall not withhold information and shall cooperate with K12 to ensure K12 has the needed data and information within the Board's control in a timely manner.

3.5 Board Governance. The Board will perform its obligations under this Agreement and shall materially comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter and the Authorizer's policies.

3.6 Performance Framework. The Board will annually review K12's performance of its obligations under this Agreement against those sections of the Performance Frameworks (as set forth in Exhibit A of the Charter) that are applicable to such performance. Promptly after completion of each such review, the Board shall share the results of its review with K12, including providing K12 with sufficient information by which K12 can determine that the Board reached its conclusions. The Board and K12 will discuss the Board's review in a constructive and collaborative fashion with a goal of improving the results in a subsequent review. Within sixty days of such discussions, K12 will provide the Board with written feedback on the Board's review regarding how K12 and the Board can contribute to improving the results of the next review.

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4. SPECIAL EDUCATION, 504 AND ENGLISH LANGUAGE LEARNERS.

4.1 Special Education. Pursuant to Applicable Law including the Individuals with Disabilities Education Act ("**IDEA**", 20 U.S.C. 1400), the School as the Local Education Agency is ultimately responsible for appropriately communicating and implementing any policies, required special education and related services to Special Education Students. K12 shall assist the School with the provision of services for Special Education Students. K12's assistance will include, approving enrollments in accordance with related policies and Applicable Law, providing general education curriculum, recruiting teachers and providing procurement support for related service providers. Where a School-based K12 employee is the representative attending meetings related to Special Education Students, including IEP meetings, at a minimum K12 will complete an annual IDEA audit. All policies defining the services and support to Special Education Students must be approved by the School's Board.

4.2 ELL and 504. Pursuant to Applicable Law including Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d *et. seq*.), the Equal Educational Opportunities Act (20 U.S.C. 39) and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (20 U.S.C. 28 and 70), the School as the LEA is ultimately responsible for providing any policies, required educational and related services to English Language Learners ("**ELL**") and Students under Section 504 of the Rehabilitation Act of 1973 ("**504**"), as amended. K12 shall assist with its obligations by providing translation assistance during enrollment for ELL Students (and their guardians), recruiting ELL-licensed teachers, providing general education curriculum and providing procurement support for services to ELL and 504 Students consistent with this Agreement. K12 shall conduct an annual review of the School's 504 and ELL services. All policies defining the services and support to ELL Students and for the 504 population of Students must be approved by the School's Board.

5. FINANCIAL MATTERS.

5.1 Net Asset Position and Assumption of Financial Risk. Except as otherwise set forth in this Agreement, K12 assumes the risk that its fees may not allow it to operate profitably and/or fully recover the amounts invoiced. Each Party, however, shall take all reasonable steps necessary to avoid a Negative Change in Net Assets and to avoid concluding a Fiscal Year in a Negative Net Asset Position during the Term. If the School's budget ends a Fiscal Year in a Negative Net Asset Position, then provided there has been no material breach of the Agreement by the Board, K12 will provide sufficient credits ("**Balanced Budget Credits**") during the Term to be applied to K12 invoices. The cumulative total of Balanced Budget Credits shall never exceed the total of the Administrative Services Fee and the Technology Services Fee (defined in Section 7) due to K12 for the then-current Fiscal Year.

5.2 Balanced Budget Credit Remittances. If the School's budget ends a Fiscal Year in a Positive Net Asset Position, as evidenced by its audited financial statements conducted in accordance with GAAP for such Fiscal Year, and K12 has issued Balanced Budget Credits (including in prior years) for which a balance remains, then the Board will remit to K12 the Positive Net Assets for that Fiscal Year, to the extent not prohibited by law, up to the cumulative amount of previously issued Balanced Budget Credits.

5.3 Financial Risk Mitigation. As a material inducement for entering into this Agreement and issuing Balanced Budget Credits, the Board and K12 agree that K12 is willing to assume the financial risks set forth herein, subject to both the Balanced Budget Credit remittance above and the risk mitigation efforts set forth below, each of which are material terms of this Agreement.

5.3.1 Third Party Provider(s). K12 shall be the sole provider of the Educational Products and Services for the School unless otherwise waived in writing by an authorized officer of K12. The Board shall be permitted to procure goods and services from a third party ("**Third Party Provider**") to the extent required by Applicable Law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any procurement from a Third Party Provider, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein, and if K12 is able and willing to provide such services or goods the Board shall procure them from K12; provided, however, that this does not preclude or restrict the Board in its exercise of fiduciary duties.

5.3.2 School Budget. The Board will adopt an annual School budget for each Fiscal Year during the Term. To the extent the Agreement is effective for the upcoming Fiscal Year, K12 will present to the Board (or its authorized delegees or subcommittee) a proposed School budget for such upcoming year. The proposed budget will include forecasting assumptions and will be present by May 1. The Board shall consider the budget proposed by K12 and will act to approve a final School budget not later than thirty (30) days prior to the start of such Fiscal Year. In the event the Parties cannot agree in writing upon a final budget (or any budget modification), K12 shall only be obligated to issue Balanced Budget Credits, if any, up to the amount proposed and reflected in the original budget submission or in any proposed modifications to such budget by K12. The Board shall not unreasonably withhold approval on any budget or modification proposed by K12.

5.3.3 Budget Modifications. K12 may submit to the Board proposed modifications to the School budget to account for actual School student enrollment for such school year, changes in key assumptions or other changes deemed reasonably necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final School budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days of the proposal thereof.

5.3.4 Variances from Budgets. If the Board (or its employees or designees) causes the School to experience a Negative Change in Net Assets of more than two percent (2%) during the entire Fiscal Year above any Balanced Budget Credits proposed by K12 in the annual budget (or above an amount otherwise agreed to in writing by K12), then K12 reserves the right to limit the Balanced Budget Credits up to such 2% variance.

5.3.5 Financial Risk Remedies. In the event the Board, its employees or designees act in a manner that will have the effect of materially increasing K12's obligations or materially decreasing its rights herein, for example by changing the name of the School, amending the Charter, adopting adverse policies and the Agreement is not terminated by K12 as permitted herein, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to reasonably modify the level and depth of Services to the extent such modification does not violate the Charter or Applicable Law and/or to suspend the issuance of Balanced Budget Credits effective immediately beginning with the Fiscal Year that such action occurred, in addition to invoking any other rights and remedies available.

5.4 Advances Made by K12 on Behalf of the Board. If the available cash receipts of the School are insufficient to cover payment of Start Up Costs (defined in Section 5.5) or School Expenses on a timely basis, and the Board is unable to obtain funding from other sources to cover such deficiency, then K12 may advance the Board an amount to allow payment of such expenses on a timely basis (collectively hereinafter referred to as "**Advances**"). K12 will have no obligation to make any Advances in any Fiscal Year for expenditures for: (i) any items in excess of the lesser of the amount proposed by K12 for the budget or the approved budgeted amount, except to the extent that such excess amounts are reasonably due to events beyond the Board's control; (ii) amounts payable to K12 pursuant to this Agreement or any other agreement between K12 or its Affiliates and the Board; or (iii) any matters as to which K12 or any other person or entity is entitled to indemnification under this Agreement. The Advances will be due and owing to K12 in accordance with Section 9.2.

5.5 Start Up Costs. "**Start Up Costs**" are those School-related project management, insurance, legal, recruiting and hiring fees, equipment expenses and other administrative costs incurred by or on behalf of the Board as reasonably necessary (which may be incurred prior to the execution of this Agreement) to obtain School approval or to open the School. The Board agrees to provide a detailed breakdown with the appropriate receipts for all such costs which will be subject to audit by K12. Start Up Costs paid by K12, if any, by or on behalf of the Board shall be invoiced and paid in accordance with Section 9.2.

5.6 School Audit and Financial Data. The Board retains responsibility for selecting and hiring the auditor for the independent annual audit required by Applicable Law and the Charter. The cost of such audit shall be a School Expense.

5.7 School Expenses. The Board will be responsible for all debts, liabilities, and obligations incurred by or on behalf of the Parties for the School (collectively "**School Expenses**") during the Term of the Agreement. School Expenses shall be expenses for the benefit of School years during the Term and shall be determined in accordance with the budget process set forth herein. School Expenses will be paid out of the School Revenues and shall include, but are not limited to, the following School-related costs:

5.7.1 Oversight fees to the Authorizer, if any;
5.7.2 Teacher and Student Support Staff salaries and benefits including related third party provider services such as payroll and benefit services;
5.7.3 Teacher and Student Support Staff related expenses, including, without limitation, professional development, training related costs and other expenses;
5.7.4 offices for administrative staff and related expenses;
5.7.5 related services expenses for Special Education Students and for 504 and ELL Students (as applicable);
5.7.6 proctored examinations, student test preparation and related costs of exam administration to include facilities, equipment and proctors;
5.7.7 school community relationship building;
5.7.8 direct mail, printing and related expenses for enrolled Students;
5.7.9 amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
5.7.10 supplemental curriculum and other academic services as agreed to by K12 in a written amendment to this Agreement;
5.7.11 reasonable legal fees for representation of the Board as it pertains directly to the School and not for legal representation or related expenses adverse to K12;
5.7.12 if applicable, insurance including educators' legal liability insurance (also known as school leaders'/errors and omissions ("**E&O**") insurance), employment practices liability insurance, general liability insurance and other School/Board insurance coverage, as appropriate;
5.7.13 accounting and reporting not included in K12's Services including without limitation, payroll processing, audit, and/or tax preparation fees directly associated with the School;
5.7.14 use, sales, income, property or other taxes, if any;
5.7.15 fees for required background investigations of Board employees;
5.7.16 Facility and infrastructure related expenses; and

5.7.17 all other School related expenses approved in the budget per Section 5.3 (and its subsections), however, if any total School Expenses are, as reasonably known, going to be incurred at a variance of two percent (2%) or more above the budgeted amount, they must be pre-approved in writing by K12;

6. TERM OF AGREEMENT.

6.1 Term. The Agreement will become effective upon the date of full execution for the benefit of the Fiscal Year commencing on July 1, 2024 ("**Effective Date**") and will expire on June 30, 2027 ("**Initial Term**") unless sooner terminated under Section 12. In the event the Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 12.

6.2 Renewal. Following the Initial Term and each Renewal Term, if the Charter has been renewed or extended beyond the then-applicable Initial Term or Renewal Term expiration date, this Agreement will automatically extend for an additional period of the lesser of three (3) year(s) or until the newly renewed or extended Charter expires, unless: (a) either Party provides the other with written notice of intent not to automatically renew at least one (1) year before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 12. A "Renewal Term" is any term following the Initial Term. The Initial Term and any Renewal Terms will collectively mean the "**Term"**.

7. FEES AND PAYMENT PRIORITY.

7.1 Not used.

7.2 Educational Product Prices. The Board shall pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated, similarly branded schools ("**Product Price List**"). Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the Board agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12's reasonable discretion and communicated to the Board during the annual budget process.

7.3 Administrative Services Fee. The Board shall pay K12 and its Affiliates fifteen percent (15%) of the School Revenues for the Administrative Services (the "**Administrative Services Fee**") for each Fiscal Year of the Agreement.

7.4 Technology Services Fee. The Board shall pay K12 and its Affiliates seven percent (7%) of the School Revenues for the Technology Services (the "**Technology Services Fee**") for each Fiscal Year of the Agreement.

7.5 Priority of Payments. School Expenses shall be paid in the following order of priority: (1) Teacher and Student Support Staff salaries and benefits, including applicable payroll taxes, (2) all other remaining non-K12 related School Expenses with the exception of any Third Party Provider fees which shall be subordinate to K12's fees, (3) Advances made by K12, (4) fees for Educational Products, (5) Administrative Services Fee and Technology Services Fee payable to K12 and its Affiliates, including any fees for administrative or technology products and services purchased for the School in addition to those enumerated in Exhibit A, (6) Balanced Budget Credits, if any, and (7) Third Party Provider(s).

7.6 Business Judgment. In its business judgment, the Board agrees that the economic arrangement including the Balanced Budget Credits and fees payable to K12 hereunder are reasonable, necessary, and fair compensation for the Educational Products and Services.

8. PERSONNEL MATTERS.

8.1 K12 Staff Assigned to the School. K12 will employ and determine the employment terms for personnel whose duties are primarily administrative, which may include a Head of School or Executive Director ("**HOS**") or equivalent administrative staff position, and such other staff as K12 deems necessary to deliver the Educational Products and Services. K12 will also employ and determine the employment terms for Student Support Staff. Such administrative personnel and Student Support Staff may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

8.2 Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the HOS or its equivalent. In the event the Board has a concern or is not satisfied with the HOS' job performance, the Board will provide K12's Regional Vice President with detail setting forth the specific issues and requested action with supporting documentation. K12 shall review such request and respond in a timely manner.

8.3 Teachers and Guidance Counselors. The Board shall employ and be ultimately responsible for the Teachers and Guidance Counselors. To the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will assist with recruiting, supervising and disciplining Teachers and Guidance Counselors and making recommendations regarding their terms of employment, hiring and firing. The terms of employment will be set by the Board in consultation with K12. Teachers and Guidance Counselors shall be State certified or possess the necessary credentials, qualifications, background and conduct checks all to the extent required by Applicable Law and/or the Charter.

8.4 Complaints About Board Staff. If K12 is dissatisfied or concerned about the job performance of any of the Board's staff assigned to the School, to the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will recommend disciplinary actions (up to and including termination) for prompt action by the Board, approval of which will not be unreasonably withheld.

8.5 Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for criminal background checks to be conducted on its employees assigned to the School to the extent required under Applicable Law and Section 15.2 of the Charter and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance of this Section 8.5, subject to any privacy restrictions or confidentiality requirements imposed by Applicable Law.

8.6 Background Investigations on Board Employees. The Board shall, or shall ensure that it's professional employment organization ("**PEO**"), if any, conducts criminal background checks and ensures all Teachers and Guidance Counselors, hold and maintain the necessary licensures to comply with Applicable Law. The Board shall maintain (or ensure its PEO maintains) evidence that it has performed the foregoing actions. K12 shall assist the Board as necessary and appropriate to support this obligation, but will rely on the Board (or its PEO) to provide certification rules and requirements of its employees and to ensure they provide and maintain current certifications in an easily accessible and verifiable manner.

9. PAYMENT OF EDUCATIONAL PRODUCT AND SERVICE FEES.

9.1 Invoicing and Payment of Fees. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered for each calendar month. Any fees calculated as a percentage of School Revenue will be calculated based upon the approved budget (or subsequent updates) in effect for the applicable calendar month. These fees will be billed monthly for services rendered during the Term and shall be due and payable in accordance with Section 9.2.

9.2 Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the later of the receipt of the invoice or when the Board receives the funding applicable to the product(s) or service(s) invoiced (regardless of whether funding is received after the Term). Payment of each Advance is due thirty (30) days from the date the Advance is made. Except solely for amounts disputed in good faith pursuant to Section 9.6, if the Board fails to pay an invoice or repay any Advance when due, then in addition to any other remedies, K12 reserves the right to charge and the Board agrees to pay interest on the past due amount at the lesser of one and one-quarter percent (1¼%) per month or the maximum rate allowed by Applicable Law. All payments made hereunder will be made to K12 (or its designated Affiliate) by wire transfer to the account provided by K12 in writing, unless an alternative payment method is provided for in the K12 invoice.

9.3 Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the School. Without limiting the foregoing, the Board agrees to pay all sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of any taxes.

9.4 Year-End Adjustments. Within ninety (90) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement and calculation of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to, and based on, the School's audited financial statements for such Fiscal Year. If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 for such fees, K12 will submit an invoice for payment in accordance with Section 9.2. Overpayment of Service Fees, if any, will be applied to or against the next payment(s) or payment(s) otherwise due to K12 or any Affiliate, or if no payments are due, K12 shall refund the excess amount to the Board.

9.5 Payment Out of School Funds Managed by K12. Subject to School-expenditure authorization policy (as approved by the Board), K12 is authorized by the Board to act as a payment agent to pay School Expenses and to pay itself the fees set forth in this Agreement. All such expenditures will be paid out of the School's funds managed by K12.

9.6 Disputed Amounts. The Board shall notify K12 in writing prior to an invoice due date of any amount it disputes in good faith ("**Dispute Notice**"). The Dispute Notice shall detail the reasons for such dispute and the Board agrees to pay all undisputed amounts in accordance with Section 9.2. The Parties shall seek to resolve these disputed amounts in accordance with the dispute resolution provisions set forth in Section 22. Notwithstanding anything to the contrary in this Agreement, K12 may file suit in a court of competent jurisdiction to recover all past due amount.

9.7 Non-Payment Remedies. If the Board fails to pay any amount for which a timely Dispute Notice is not received, then notwithstanding anything in this Agreement to the contrary, in addition to invoking any other legal or equitable rights available to K12, upon ten (10) days written notice to the Board, K12 reserves the right to: (i) suspend the provision of any or all of its Educational Products and Services offered hereunder; (ii) cease processing enrollments for any new School students; and/or (iii) terminate this Agreement at the end of the then-current school year or for the coming school year if such notice is provided to the Board no later than June 30. The Board shall be liable for costs incurred by K12 to collect any undisputed amounts due hereunder, including reasonable attorneys' fees, and no Balanced Budget Credits shall be issued by K12 to cover any such fees or any late fees due to K12.

10. PARTIES' RELATIONSHIP. K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the

agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

11. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools, institutions or districts within and outside of the State.

12. TERMINATION. Events of termination are as follows:

12.1 Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 22.1. Either Party, however, may terminate this Agreement upon a thirty (30) day prior written notice if the other Party materially breaches any provision of this Agreement (which, as to K12, includes any act or omission by it that causes a default under the Charter or causes the School to be in material violation of any Applicable Law) and such material breach has not been cured within ninety (90) days after receipt of a written notice from the aggrieved Party, except that either Party may invoke the dispute resolution process in Section 22.2. to prevent such termination upon the ground that a material breach has been sufficiently cured and such termination shall be stayed. The intent of this provision is to allow termination for an uncured material breach and not merely based on a disputed claim to that effect. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event the Board does not cure the material breach of this Agreement as set forth in this provision K12, in its sole discretion, may suspend the issuance of Balanced Budget Credits in lieu of terminating this Agreement.

12.2 Termination for Material Reduction in School Revenue. K12 may terminate this Agreement in the event there is a material reduction in School Revenue and such reduction will materially increase the financial risk to K12 in fulfilling its obligations under the Agreement. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in School Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

12.3 Termination Upon Loss of School Approval, Charter or Non-Profit Status. This Agreement may be terminated by either Party upon written notice to the other Party: (i) if the Authorizer provides written notice that it has terminated, revoked, or not renewed the Charter or if the Charter has not been authorized, or (ii) upon a final determination by the Internal Revenue Service that the Board is not eligible for 501(c)(3) status, or (iii) upon a final adverse determination by the highest court in the State that the School is no longer valid under law or its ruling has the effect of terminating the School. Such termination will be effective upon the date of the termination, revocation or non-renewal.

12.4 Termination for Failure to Approve Budget. In the event that the Board does not approve a budget or reasonable modifications to a budget within thirty (30) days following the submission of a proposal by K12, K12 may terminate this Agreement effective at the end of the then-current school year in which the budget or reasonable modification is not approved, or if the lack of approval is for an upcoming school year that has not commenced, K12 may terminate this Agreement upon written notice prior to the commencement of the upcoming school year.

12.5 Termination in the Event of Certain Changes in the Charter or School Policies. K12 may terminate this Agreement effective immediately upon written notice to the Board in the event that the Charter is amended or the Board or the Authorizer adopts or amends a policy, in each case without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board or Authorizer adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

12.6 Change in Applicable Law. If any change in Applicable Law (other than those changes encompassed within Section 12.2) enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

13. TERMINATION EFFECTS. Effects of termination are as follows:

13.1 Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

13.2 Return of Equipment. Return of K12-provided equipment is mandatory. All K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the Board at the Replacement Value. The Replacement Value is the cost to replace the equipment anew.

13.3 Balanced Budget Credits Outstanding. In the event this Agreement expires or is terminated, the Board shall wind up the affairs of the School, including any final audit, in a prompt manner not to exceed thirty (30) days beyond expiration or termination. To the extent there are outstanding Balanced Budget Credits remaining, the Board shall fully exhaust the School's net assets to pay off the outstanding balance of Balanced Budget Credits, provided, however, if any Balanced Budget Credits remain after the School's net assets are fully exhausted, the remaining Balanced Budget Credits shall be fully forgiven. Notwithstanding the foregoing sentence, if the Parties enter into a subsequent agreement commencing on or about the end of the Term for substantially similar Education Products and Services, under substantially similar terms as this Agreement, the Balanced Budget Credits may not be forgiven, but will be treated in accordance with the new contract as mutually agreed by the Parties.

13.4 Fees Payable. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires.

13.5 Loss of Value. The subject matter of this Agreement is unique and that it would not be possible for K12 to resell the Educational Products or the Services that are the subject of this Agreement. In view of the

difficulty in estimating K12's damages incurred, the Parties agree to the extent not precluded by Applicable Law, for the purposes hereof that K12's damages (in addition to those entitled under law or equity) shall be fifteen percent (15%) of the School Revenues in the Fiscal Year in which the Agreement is being terminated, due within thirty (30) days following date of such termination, if the Agreement is terminated because of the Board's actions or omissions unless said action or omission is in response to Applicable Law or direction which is not caused by the negligent action or omission or the willful misconduct of the Board, and except as action is taken by the Board to terminate this Agreement in accordance with Section 12.1.

14. INTELLECTUAL PROPERTY RIGHTS/PUBLICITY.

14.1 Established Rights. To the extent the Board or its staff have established any rights, title or interest in the School name, trademark or domain name (see Exhibit B), the Board hereby assigns and transfers to K12, its successors and assigns, all of its right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized thereof.

14.2 Proprietary Materials. K12 (and its Affiliates and respective licensors) own all rights, including but not limited to, copyright title, and interest in and to any educational materials, curriculum, learning management systems, instructional content, trade secrets, know-how, artwork, graphics, software, marketing materials and any documents or derivative works related thereto, made available by K12 or its Affiliates to the Board or for the School (collectively, "**K12 Proprietary Materials**").

14.2.1 To the extent that any curricular or educational materials are to be both directly developed by the School and directly paid by the School or are to be developed by K12 at the express direction of the Board with program Revenue dedicated for the specific purpose of developing such curriculum or educational materials, the Parties shall enter into a Statement of Word for the creation of such curricular or educational material which shall, among other provisions typical for such agreements, provide that that the Board owns all intellectual property rights to such curricular or educational materials and that they shall be used solely for Students enrolled in the School.

14.3 Rights in K12 Proprietary Marks. K12 and its Affiliates own all rights, title and interest, including any goodwill, in and to their respective trademarks, service marks, logos, trade dress, school names, trade names and domain names, including but not limited to the School name(s) and School logo(s) and those trademarks and names identified in Exhibit B hereto (collectively, "**K12 Proprietary Marks**").

14.4 Limited License of Intellectual Property. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable license to use the K12 Proprietary Materials and the K12 Proprietary Marks during the Term and solely in connection with the operations of the School as contemplated in this Agreement. To the extent that the Board, the school, or their respective employees create any original works for use in connection with, or for incorporation into any K12 Proprietary Materials, K12 is hereby granted a perpetual, royalty-free, worldwide right and license to exploit, use distribute, modify and create derivative works from such works in any medium and for any purpose.

14.5 Limitations On Use of Intellectual Property.

14.5.1 The Board shall not modify, adapt, alter or translate the K12 Proprietary Marks. The Board shall only use the K12 Proprietary Marks in the form set forth in Exhibit B, or as otherwise required or approved of in writing by K12.

14.5.2 The Board shall not disassemble, reverse engineer, modify, alter, or create derivative works from the K12 Proprietary Materials without the prior written consent of K12. In addition, the Board shall frame or embed, or cause to be framed or embedded, any website owned by K12.

14.5.3 In connection with use of the K12 Proprietary Marks and the K12 Proprietary Materials by the

Board and the School staff, the Board shall include any trademark notice, copyright notice, or other legal notice required by K12 at its sole discretion and the Board shall abide by the trademark quality control provisions herein and set forth in Exhibit B.

14.5.4 The Board shall not sublicense any rights under this Agreement without the advance written approval of K12, which may be withheld in K12's sole discretion.

14.5.5 The Board shall ensure its School staff are aware of and abide by the license rights and restrictions granted herein.

14.6 Trademark Quality Control; Notice. At all times during the Term, the Board shall ensure that any educational services rendered by the Board for the School under the K12 Proprietary Marks maintain a level of quality that meets or exceeds (i) the generally accepted standards for service organizations in the education fields; and (ii) K12's additional quality standards that may be established, set and implemented by K12 over time, as K12 deems applicable. K12 shall have, at reasonable times and on reasonable notice, the right to inspect and/or monitor any educational services rendered by or for the Board under the K12 Proprietary Marks in order to ensure compliance with this Section. The Board shall give prompt notice to K12 of any written and/or formal complaint by any student, governmental body, regulatory agency, consumer organization or any other third party concerning the quality or safety of any of the Board's services offered under the K12 Proprietary Marks.

14.7 Ownership of Intellectual Property. The Board agrees that (a) nothing herein shall give to the Board any right, title or interest in the K12 Proprietary Materials or the K12 Proprietary Marks, or any other intellectual property of K12 (including K12 patents), except the right to use the K12 Proprietary Materials and the K12 Proprietary Marks solely in accordance with the terms of this Agreement; (b) the K12 Proprietary Materials and the K12 Proprietary Marks are the sole property of K12; and (c) any and all uses by the Board or the school of the K12 Proprietary Marks, and all goodwill derived therefrom, shall inure solely to the benefit of K12. The Board agrees not to take any action inconsistent with this ownership and further agrees to notify K12 promptly in writing of any known or suspected infringement of the K12 Proprietary Materials or the K12 Proprietary Marks, and to cooperate, at K12's request and expense, in any action (including the conduct of legal proceedings) which K12 deems necessary or desirable to establish, protect, or preserve K12's exclusive rights in and to the K12 Proprietary Materials and the K12 Proprietary Marks.

14.8 Effect of Termination on Licenses. In the event of expiration or termination of this Agreement, the Board will immediately discontinue all use of the K12 Proprietary Materials and the K12 Proprietary Marks, and will, within thirty (30) days after termination, destroy all materials using, embodying, displaying, or otherwise containing the K12 Proprietary Materials or the K12 Proprietary Marks, including those in the possession of the Board, the School employees, Students, and sublicensees of the Board.

14.9 Publicity/Press Release. K12 may refer to and identify the School in a listing of new, representative or continuing or prior customers in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

14.10 License Audit. To the extent reasonably necessary and upon prior written notice, K12 may audit the use of the Educational Products and the Board agrees to cooperate and provide reasonable assistance with such audit. The Board agrees to pay within thirty (30) days of written notification, any fees applicable to the Board's or its School staff's use of the Educational Products in excess of the license rights granted herein and/or K12 may revoke the related technical support and license(s).

15. LIMITS ON LIABILITY AND DAMAGES.

15.1 LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

15.2 CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH A PARTY'S INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

16. INDEMNITY.

16.1 Indemnification of the Board. K12 will indemnify, defend, and hold harmless the State of Hawaii, the Authorizer and the Board and all of their employees, officers and agents (collectively ("**Board Indemnitees**") from against all liability, loss, damage, cost, expenses, claims, demands, and suits including costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any act or omission of K12 or its employees, officers, agents or subcontractors under this Agreement.

16.2 Not used.

16.3 Indemnification Procedures:

16.3.1 Notice Requirement. The party seeking indemnification hereunder ("**Indemnified Party**") must give written notice to the other Party charged with indemnifying hereunder ("**Indemnifying Party**") of the existence of a Claim promptly after the Indemnified Party first receives notice of the existence of the potential Claim.

16.3.2 Defense and Settlement of Claims. The Indemnified Party will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of any Claim, provided that counsel for the Indemnifying Party who will conduct the defense must be reasonably satisfactory to the Indemnified Party. The Indemnified Party shall cooperate in the defense. At its own expense, the Indemnified Party may also assist in the defense and may assert other defenses or counterclaims, to the extent a conflict of interest between the Parties is not created, provided the Indemnified Party does not settle any Claims without the prior written consent of the Indemnifying Party. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

17. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party, provided, however, K12 may assign its rights and obligations under this Agreement to any Affiliate, acquirer, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity, but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

18. INSURANCE.

18.1 Liability Coverage. Each Party will initiate and maintain during the Term, at its own expense, general liability insurance for not less than $5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). The Board will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance, school leaders/educators' legal liability/errors and omissions (or similar) insurance , each in limits of no less than $1,000,000 per claim/aggregate. K12 will initiate and maintain during the Term and for two (2) years thereafter, employment practices liability insurance and errors and omissions insurance, each in limits of no less than $1,000,000 per claim/aggregate. All such insurance policies shall be placed with reputable and financially secure insurance carriers with A.M. Best & Co. ratings of no less than A-; provided, however, that the Board may obtain its insurance coverage through the Hawaii Risk Management Program. Within thirty (30) days after the Effective Date and annually thereafter, each Party's required insurance (excluding E&O insurance) will include the other Party (and their Affiliates and respective directors, officers, employees and contractors (each as applicable) as additional insureds. Each Party's general liability and contractual liability insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

18.2 Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party.

18.3 Insurance Coverage No Limitation on Rights. A Party's insurance will be its primary coverage and any insurance the other Party may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the said covered Party. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on a Party's indemnification obligations expressly set forth herein.

18.4 Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the School, as required by Applicable Law.

18.5 Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

19. REPRESENTATIONS AND WARRANTIES.

19.1 Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

19.1.1 Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware.

19.1.2 Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.1.3 Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth as applicable in Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR

CONNECTIVITY PROBLEMS.

19.1.4 Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; or (b) resulting from inadequate or improper maintenance, modification, storage or usage of the K12-provided materials by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

19.2 Representations and Warranties of the School. The Board hereby represents and warrants to K12:

19.2.1 Organization and Good Standing. The Board is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

19.2.2 Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder.

19.2.3 Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with a management company to obtain the Educational Products and Services and all other programs under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

19.2.4 Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

19.2.5 Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

19.2.6 Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the Authorizer agreement(s) and MOU's, if any) to K12. The Board will use best efforts to: (a) maintain the Charter in full force and effect during the Term and, (b) to renew the Charter prior its expiration with assistance from K12 which such assistance shall only be provided if this Agreement is in full force and effect for term of the renewal period of the Charter.

19.2.7 Certain Provisions of the Charter. The Charter will, when approved, authorize the Board to operate the School and receive the federal, state and local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the School operations and other activities contemplated in this Agreement.

20. OFFICIAL NOTICES. All notices and other communications required under this Agreement will be in writing and sent to the Parties to the addresses below, which may be changed upon proper written notice. Any notice provided by a Party pursuant to Section 6.2(a) shall be presented in the form set forth in Exhibit C. Notices hereunder may be given by: (i) first class U.S. mail postage prepaid, (ii) reputable overnight carrier postage prepaid, or (iii) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given five business days after mailing as described in clauses (i) or (ii) of the foregoing sentence or on the date of personal delivery. Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are as follows:

For the Board:	With a Copy To:
ADDRESS/PHONE	ADDRESS/PHONE

For K12:	With a Copy To:
K12 Virtual Schools LLC ATTN: EVP, School Management and Services 2300 Corporate Park Drive Herndon, Virginia 20171	K12 Inc. ATTN: General Counsel 2300 Corporate Park Drive Herndon, Virginia 20171

Effective June 1, 2022, the address for K12 is 11720 Plaza America Drive, Reston VA 20190.

21. NON-SOLICITATION/NON-HIRING.

21.1 Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, a Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

21.2 Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction. The Board acknowledges and agrees that no Balanced Budget Credits shall be issued by K12 to cover any penalty, damages or other relief owed by the Board upon a violation of this provision.

21.3 Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 21.2.

22. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

22.1 Dispute Resolution Procedure. The Parties agree that they will, within a period not to exceed ten (10) days, attempt in good faith to settle all disputes arising in connection with this Agreement amicably in the ordinary course of business escalating up to the Board Chairman and the Executive Vice President (or their designee) for K12. If a dispute is not resolved in such timeframe, the aggrieved Party may proceed to arbitration and/or invoke any other remedies in accordance with this Agreement.

22.2 Arbitration. Subject to Section 22.1, if an aggrieved Party elects to arbitrate an unresolved dispute,, the Parties shall proceed to mandatory binding arbitration in San Francisco, California, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional arbitrator.

22.3 Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any of K12's intellectual property rights, K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. In its sole discretion, K12 may seek immediate judicial relief as available in law or equity. K12 will be entitled to enforce its intellectual property rights under this Agreement by an

injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the agreed dispute resolution procedure, will not create any inference regarding the presence or absence of irreparable harm.

22.4 Governing Law. The laws of the State of Hawaii without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

23. FORCE MAJEURE. Notwithstanding any other provisions of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond a Party's reasonable control and unrelated to its fault or negligence.

24. COORDINATION, EXERCISE OF APPROVAL OR CONSENT RIGHTS.

24.1 Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable Law, the Charter, and the Board's and the Authorizer's policies as they relate to the Board's operations, provided, however, no such consultation shall be construed as providing legal advice to the other Party.

24.2 Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussion.

25. MISCELLANEOUS.

25.1 Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.2 Counterparts or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

25.3 Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.4 Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

25.5 Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement

25.6 Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

25.7 Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

25.8 No Third-Party Rights. This Agreement is made for the sole benefit of the Board and K12 and their respective successors and permitted assigns. Except as set forth in Sections 14 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

25.9 Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

25.10 Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

IN WITNESS WHEREOF the Parties authorized representatives have been duly authorized to execute this Agreement which constitutes a valid and legally binding obligation of the Parties entered into as of the date set forth below.

For and on behalf of **LEADERS FOR HAWAII'S FUTURE**		**For and on behalf of** **K12 VIRTUAL SCHOOLS LLC**	
Signed:	_____	**Signed:**	_____
Name:	_____	**Name:**	_____
Position:	_____	**Position:**	_____
Date:	_____	**Date:**	_____

EXHIBIT A
Educational Products and Services

I. Educational Products and Product-Related Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School and its Students and its personnel the Educational Products and product-related services in accordance with the fees published on the then current Product Price List provided to the Board. The Educational Products to be provided in accordance with the terms of the Agreement, as K12 determines in its reasonable discretion are as follows:

A. Online School. For each school year during the Term, K12 will provide a license for and access to proprietary and licensed: (i) curriculum (in English) and a learning management system for grades K through 8 for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades which may include Art, Music and foreign language; (ii) curriculum (in English) and a learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) third party curricula K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

B. Instructional Tools and Materials. Instructional tools and supplies, including without limitation textbooks and multi-media teaching tools. K12 shall identify which materials are durable and must be reclaimed and such materials must be returned as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

C. Instructional Support. K12 will make available the necessary instructional support as mutually agreed upon in accordance with the Product Price List as may be required/requested by the Board for the Educational Products and School-related offerings.

D. Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

E. Testing Support. During the Term, as agreed upon by the Parties K12 may provide, or cause to be provided for the School, equipment, logistics and technical support and related services to assist with State required online testing of Students ("**State Testing**") as reasonably necessary. Invoices for State Testing equipment and personnel provided for the School will be issued after each testing cycle in accordance with the annual School State Testing Price List. State Testing may include:

1. Site Surveys: K12 will physically validate facilities for testing sites and will notify the Board (or its designated School staff) if proposed facilities are found unsuitable. In all rooms where assessments will be administered mobile lab technology will be simulated and tested to include ISP signal quality measurements; optimal placement of network devices will be documented and primary and secondary networks will be identified and deployed as needed.
2. Technical Point of Contact: K12 will provide a technical point of contact to support School staff with the State Testing.
3. Onsite Support: Onsite support including set up and tear down of equipment provided as reasonably required by technicians (with national criminal records background

check), however, School teachers must be present when onsite tech is in proximity of Students.

4. Troubleshooting. Site monitoring and PC troubleshooting to be provided onsite and/or remote as reasonably required.

II. Administrative Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board the Administrative Services. Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the School or any personnel or students for any School year beyond the Term. The Administrative Services to be provided in accordance with the Agreement, as K12 determines in its reasonable discretion are as follows.

A. Educational School Consulting. Propose and implement educational goals, methods of pupil assessment, school policies, school calendar, school day schedule, and age and grade range of pupils to be enrolled in the School. K12's recommendations for the School will be consistent with the Agreement, Applicable Law and the Charter.

B. Contracted Personnel and Support Services. Supervision of all personnel providing Educational Products and Services. Provide support services to include management of School employees including recruiting assistance and hiring recommendations; provided, however the Board's staff or its PEO shall be responsible for performing all; reference, certification and background checks and other related services on its personnel and for performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits all of which shall be the Board's or its PEO's responsibility. K12 will work with the Board's staff and its applicable PEO to recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. K12 will also provide teacher performance evaluation models to Board for its employees and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

C. Pupil Recruitment-Related Services:

1. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Other recruitment activities include designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may vary in nature, but shall be designed to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 (and its Affiliates).

2. Admissions. Implementation of the School's admissions policies in accordance with this Agreement, including management of the application and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

3. Family Services. Plan and arrange school orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the School, its curriculum, the application/enrollment process, instructional materials, etc. Conduct exit interviews with select Students and their parents who withdraw in order to learn more about how to improve the program for Students.

4. School Feedback. Obtain feedback on how to improve the School and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

5. Student Clubs and Contests. Access to virtual social clubs for Students. Clubs are formed based on Student feedback and interests. K12 also provides access to participation opportunities in nationwide contests which may focus on such areas as art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all School Students.

6. High School Services: As requested and as available, K12 may offer counseling tools for high school Students.

D. Insurance. Assist the Board with obtaining general liability insurance or other insurance required with a reputable carrier in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

E. Facility Management. As may be applicable, help identify location of the Board's initial or supplemental office Facility(ies) for the School. Together with Board's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments in accordance with the School budget, provided leases and related documents require Board approval.

F. Business Administration. Administration of business aspects and day-to-day management of School functions to include the following:

1. Consultation, and services as liaison for the Board with the Authorizer, and other governmental offices and agencies.

2. Consultation and recommendations regarding special programs, processes, support services and reimbursements.

3. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate.

4. Work with Board's counsel, if any, on legal matters affecting the School, provided, however, K12 shall not provide legal advice and any such collaboration shall not be deemed as K12 providing legal advice.

5. Preparation of forms, operations manuals or guides, and policies and procedures as necessary or required by the Charter or Authorizer for the Board's review and approval.

6. Consultation with respect to, and monitoring and oversight of, State reporting systems.

7. Assist School staff in identifying and applying for grants and other funding opportunities.

8. Assist as requested and as appropriate with the administration of federal entitlement programs, including Title I, and I.D.E.A.

9. Arrange contracts with school districts, education services centers, and professional service providers for special education and testing on Students' behalf, where such contracts shall be subject to Board review and approval if the Board is contracting directly with these providers.

10. Establish and implement policies and procedures to maintain proper internal controls for K12.

11. Provision of operational regulatory compliance services to assist schools in understanding and complying with applicable regulatory and legal requirements as well as preparing for and responding to audits.

12. To the extent that any equipment, materials and supplies are purchased using public funds on behalf of or as the agent of the School, such equipment, materials and supplies shall be included in the School's inventory and remain the property of the School.

G. Budgeting and Financial Reporting. Assistance with finance-related administrative duties to include the following:

1. Preparation of a proposed annual budget for the School, including projected revenues, expenses and capital expenditures. The School budget and subsequent modifications shall be adopted in accordance with the process set forth in the Agreement.
2. Upon the Board's request as frequently as monthly, K12 will prepare and submit reports on the School's finances, including detailed statements of all revenues received by the Board for the School (from whatever source) and direct expenditures for Services rendered to the School, in addition to those financial reports required by Applicable Law or the Charter as well as provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the School's operations. Requests must be made in writing and the foregoing information will be delivered solely provided that the Board or its employees or other third parties have given K12 all necessary and current data needed for such reports (as reasonably requested by K12), including, but not limited to, relevant audit findings, Board expenditures and funding detail.
3. Subject to any confidentiality obligations imposed on K12 by third parties, provide to the Board for the School or the Authorizer such other information either required by the Authorizer or the Board within a reasonable time following a written request thereof.
4. To the extent applicable, assist in the preparation of required non-profit filings, including form 990 tax returns. Notwithstanding the foregoing, K12 will not be responsible for filing School's Form 1023, but will work with Board's counsel and/or accountant to prepare the application for tax-exempt status, as necessary.

H. Financial Management. Assistance with financial management to include the following:

1. In accordance with School-expenditure authorization policy, K12 will, within commercially reasonable periods of time or as required by any agreement governing same, make payment for all School Expenses, out of the School funds managed by K12.
2. All School Revenues will be maintained in an account(s) belonging to the Board over which designated representatives of K12 will have signature authority as approved by the Board in writing. The Board will immediately transfer to such account(s) all School Revenue received for the School from any source, as well as any contributions received by the Board for the School.
3. Perform necessary planning, forecasting, accounting and reporting functions as appropriate.
4. Assist with and help coordinate third-party audit(s) of the School's financials.

I. Maintenance of Financial and Student Records

1. K12 will maintain and keep School records and books at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board and its staff disclosing to K12 the School student's educational records.
2. K12 will maintain financial records pertaining to the operation of the School and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law or archival or litigation purposes) from the close of the Fiscal Year to which such books, accounts, and records relate.
3. K12 will maintain student educational records pertaining to students enrolled in the School in the manner required by Applicable Law, and retain such records on behalf of

Board at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.

4. Ensure accessibility of School educational records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all School-related financial and Student educational records are the property of Board and, as such, are subject to the provisions of the Hawaii Uniform Information Practices Act.

5. Upon written request, K12 will provide the School with the information deemed necessary by the School or the Authorizer for the proper completion of the budget, quarterly reports, or financial audits required under the Charter.

6. All financial reports provided or prepared by K12 shall be presented in the format required by the Authorizer.

J. Student Discipline. Provide necessary information and cooperate with Board (or its designated School staff) on the handling of student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law and the body of this Agreement.

K. Teacher Training and Development. Develop and offer new Teacher training and professional development for Teachers consistent with what K12 offers similarly situated schools. Host Teacher professional development sessions throughout the school year for new and returning Teachers. Recommend enhancements to the Board's Teacher Handbook for review and approval by the Board and its applicable PEO.

L. Authorizer Policies and Charter Renewal. Assist the Board in complying with applicable Authorizer policies as reasonably interpreted to apply to the School. Assist the Board with drafting the School's Charter renewal application, including working with the Board to develop any necessary budgetary and curriculum information. Support Board members in their preparation to present and defend the School's Charter renewal application before the Authorizer.

M. Instructional Property Management. Prepare and submit to the Board (or its designees) proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.

N. Grants and Donations. On behalf of the Board, K12 may solicit and receive grants and donations for the School from public funds through competitive or non-competitive processes, and private sources consistent with the School's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Board and such fund shall be used as designated.

O. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the School the technology services (the "**Technology Services**") described below. Notwithstanding the forgoing, none of the Technology Services shall be provided for the purpose of benefiting the School or any personnel or students for any school year beyond the expiration or earlier termination of this Agreement.

A. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;

B. Monitor and analyze system data to fix production issues as they may arise;
C. Generate reports on pupil academic performance, attendance and progress;
D. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the School;
E. Train school staff, as deemed appropriate and necessary, on technology systems;
F. Develop, design, publish, and maintain the School's interactive website;
G. Install and maintain the School's computer network;
H. Generate reports;
I. Develop community tools on the school's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
J. Determine hardware configurations (including software and operating systems) for the school's technology needs;
K. Provide onsite and telephone support for the School administration in troubleshooting system errors, and telephone support for students;
L. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
M. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
N. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
O. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
P. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
Q. Prepare for, supervise, and implement system roll-overs at the end of the academic year;
R. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
S. Provide online enrollment, registration and placement services;
T. Provide school email accounts for school employees;
U. Provide School care and technology support services on the learning management system, computer and software issues;
V. Oversee changes to the School website to maintain quality assurance and make sure that there are not "version control" problems;
W. Along with our K12 Marketing department, coordinate security, creative, and content issues pertaining to the website;
X. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
Y. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
Z. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

EXHIBIT B
K12 Proprietary Marks

All trademarks, trade names, service marks as set forth at https://www.stridelearning.com/ip-policy html, as may be revised from time to time, and each of their logos.

Trademark Quality Control – Restricted Content: The School shall not use the K12 Proprietary Marks in connection with harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, hateful or otherwise offensive material, or in any manner that would be likely to tarnish or adversely impact the reputation, quality, value and goodwill associated with K12 and/or the K12 Proprietary Marks.

EXHIBIT C
Form Notice of Intent

As set forth in Section 20, this form notice (or a substantially similar version) is required if a Party desires to invoke its rights under Section 6.2(a).

* * * * * * *

Date: _____

To: *[Party's addressee in Section 20]*

Re: Educational Products and Services Agreement ("Agreement") - Notice of Intent

To Whom It May Concern:

The _____ [governing Board of Directors/Trustees (the "Board") of _____ School ("School") – *or* – K12 Virtual Schools LLC ("K12")] is providing this notice in accordance with Section 20 of the Agreement between the Board and K12. This notice is provided solely to preserve our right to discuss renewal terms in consideration of a contract extension, before the Agreement automatically renews as set forth in Section 6.2(a).

Until any amendment to the Agreement is fully executed by the Parties' authorized signatories, the terms of the Agreement shall remain unchanged. If we desire to memorialize proposed edits to the Agreement, if any, we will contact your authorized designee within two (2) weeks from the date of this notice. At such time we agree to undertake good faith discussions to renew the Agreement under similar or substantially similar terms to avoid disruption to the School's staff, families and Teachers.

Sincerely,

[Applicable Party's Representative]

cc: *[As applicable]*