

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19

Yolo High

Address: 919 Westacre Rd. West Sacramento, CA 95691-3224

Principal: Mr. Alejandro Ramos, Principal

Phone: (916) 375-7740

Email: aramos@wusd.k12.ca.us

Web Site:

CDS Code: 57726945739552



Washington Unified

Superintendent: Linda Luna

Phone: (916) 375-7600

Email: lluna@wusd.k12.ca.us

Web Site: www.wusd.k12.ca.us



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Washington Unified
 Phone Number: (916) 375-7600
 Superintendent: Linda Luna
 E-mail Address: lluna@wusd.k12.ca.us
 Web Site: www.wusd.k12.ca.us

School Contact Information Most Recent Year

School Name: Yolo High
 Street: 919 Westacre Rd.
 City, State, Zip: West Sacramento, CA 95691-3224
 Phone Number: (916) 375-7740
 Principal: Mr. Alejandro Ramos, Principal
 E-mail Address: aramos@wusd.k12.ca.us
 Web Site:
 County-District-School
 (CDS) Code: 57726945739552

School Description and Mission Statement (School Year 2018-19)

The mission of Yolo High School is to challenge and support each student to develop effective critical thinking, problem solving, and communication skills in a safe and positive environment in order to become lifelong learners and active citizens serving a broader community.

The vision of our staff is that Yolo High School will empower students by providing guidance toward college and career readiness such as access to Bryte College and Career Campus, internships, work experience, online courses, independent studies, as well as concurrent enrollment at Sac City Community College.

Students at Yolo High School will become goal oriented with individual learning plans reviewed with individual staff mentoring and guidance. Yolo High School will utilize peer collaboration and expose students to successful members of our community to help students realize their potential skills and access to available resources. Yolo High School establishes a positive school spirit that instills pride, respect, responsibility in our students that not only provides a safe environment, but will also provide activities for students that promote leadership, skill building, social maturity, civic awareness, and dedication to a strong work ethic. Yolo High School provides a more personalized alternative education program so that the academic needs and life goals of our students will be met and their individual self-worth will be strengthened. Through personal effort and staff assistance, students will earn a diploma from Washington Unified School District.

In order to graduate and receive a diploma from Yolo High School, each student must meet the district graduation requirements of 180 credit. At Yolo High School students are assessed and an individualized program is developed based on student needs and abilities. There is a strong relationship between students and staff at Yolo High School and teachers employ strategies based on research and theory into practice in order to engage students and enhance learning. The students demonstrate their sense of school pride and respect by working together to maintain a positive, friendly working environment. The school maintains a safe, clean and orderly place that nurtures learning.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	20
Grade 11	38
Grade 12	58
Total Enrollment	116

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.6%
American Indian or Alaska Native	5.2%
Asian	2.6%
Filipino	1.7%
Hispanic or Latino	50%
Native Hawaiian/Pacific Islander	2.6%
White	27.6%
Two or More Races	1.7%
Socioeconomically Disadvantaged	86.2%
English Learners	17.2%
Students with Disabilities	19%
Foster Youth	3.4%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	11	11	8	366
Without Full Credential	2	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6-11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2-3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	Glencoe Science. Year of adoption 2004	Yes	0%
History-Social Science	K-5 Harcourt Brace Reflections (2006) 6-8 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	Glencoe. Year of adoption 2003.	N/A	0%
Health	Holt Health. Year of adoption 2003.	No	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The school site is in good condition over all:

Installed new solar arrays above the play surface - Summer 2015

Resurfaced and re-stripped student play area - Summer 2015

Installed new fencing at the rear of campus - Summer 2015

Installed a new front door entrance - Summer 2016

Installed new gates with card access - Summer 2016

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: October 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	-	-	✓	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: October 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	2%	4%	43%	45%	48%	50%
Mathematics (grades 3-8 and 11)	0%	0%	30%	32%	37%	38%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	47	88.68%	4.26%
Male	32	26	81.25%	0.00%
Female	21	21	100.00%	9.52%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	25	89.29%	4.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	9	75.00%	11.11%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	41	89.13%	2.44%
English Learners	12	11	91.67%	0.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	47	88.68%	0.00%
Male	32	26	81.25%	0.00%
Female	21	21	100.00%	0.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	25	89.29%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	9	75.00%	0.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	41	89.13%	0.00%
English Learners	12	11	91.67%	0.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Cells with N/A values do not require data.

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017-18)

At Yolo High we offer construction and culinary courses through our Bryte College and Career satellite campus. In addition we have available CTE courses through our online learning program. This year we introduced an intro to technology and trades course, along with an intro to Farm to Fork class for the Spring.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	94.83%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement - (School Year 2018-19)

Parents are continuously encouraged to participate in order to be a positive influence in their child’s education. Involvement by parents has often been lower than desired, but the past year has seen a substantial increase in parents attending Back to School activities as well as a strong increase in parent teacher contacts. Our staff recognizes that parent involvement is one of the most important elements of school climate and the school is developing a plan to reach out to the community to encourage parental involvement in all elements of the education process. We recently implemented monthly parent meetings and we are in the process of establishing computer access and classes for parents.

STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	49.1%	33.3%	29.5%	8.0%	8.4%	7.7%	10.7%	9.7%	9.1%
Graduation Rate	45.6%	62.5%	58.0%	89.3%	89.9%	87.0%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	87.30	98.02	88.72
Black or African American	100.00	92.86	82.15
American Indian or Alaska Native	100.00	81.82	82.81
Asian	33.33	100.00	94.93
Filipino	.00	100.00	93.45
Hispanic or Latino	100.00	99.52	86.54
Native Hawaiian/Pacific Islander	.00	57.14	88.56
White	68.75	99.34	92.12
Two or More Races	100.00	83.33	91.15
Socioeconomically Disadvantaged	100.00	100.00	88.64
English Learners	50.00	89.36	56.74
Students with Disabilities	100.00	86.67	67.12
Foster Youth	100.00	75.00	74.08

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	14.49	9.57	12.78	5.20	6.20	5.52	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Yolo High School has a safety team comprised of administrative, certificated, and classified staff and includes the input and participation of parents, students, and the school resource officer. This participation has led to the creation and editing of the school safety plan which is done on a yearly basis, execution of safety drills and procedures, and physical and school social climate objectives related to the safety and well being of the entire school community. Emergency drills are conducted on a quarterly basis, and these drills include lockdown, earthquake, and evacuation procedures. In addition, evacuation maps for the classrooms have been updated for easy reference.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	15	7	1	
Mathematics	13	7		
Science	20	2		
Social Science	15	6		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	16	10		
Mathematics	14	7		
Science	15	5		
Social Science	17	5		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	19	6		
Mathematics	15	5		
Science	13	3		
Social Science	13	8		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker	.4	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	.4	N/A
Other		N/A

NOTE: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,885	\$2,948	\$15,937	\$76,617
District	N/A	N/A	\$5,881	\$78,070
Percent Difference – School Site and District	N/A	N/A	63.10%	-1.90%
State	N/A	N/A	\$7125	\$76522
Percent Difference – School Site and State	N/A	N/A	55.29%	0.12%

NOTE: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2017-18)

The following are the approach toward meeting student needs at Yolo High School:

The High school program prepares students to either receive a high school diploma or return to a comprehensive high school. We offer Blended Learning classes to target credit recovery and accelerate credit completion.

The school also offers support classes and after school intervention for English and Mathematics for students who need additional support with skills in these areas.

Over and above the services mentioned, the school provides social emotional counseling, career counseling, and counseling to address anger management.

We also offer group counseling for specific issues identified by the school for discussion.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$47547
Mid-Range Teacher Salary		\$74775
Highest Teacher Salary		\$93651
Average Principal Salary (Elementary)		\$116377
Average Principal Salary (Middle)		\$122978
Average Principal Salary (High)		\$135565
Superintendent Salary		\$222853
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

NOTE: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Commitment to increasing student achievement through rigorous instruction based on the adopted CCC state Standards is a the heart of our school's mission and core beliefs. A deeper understanding of the CCSS , and the student actions and outcomes associated with them, will help to create an aligned instructional focus and identity of high school. It will create a strong foundation upon which to build a comprehensive Multi-Tiered System of Support (MTSS) framework. The result is the capacity of Yolo High School teachers to develop and implement a high quality curriculum aligned with the comprehensive high school and pursuing A through G approval.

Staff receive and participate in professional development training during faculty meetings, district collaboration meetings, site collaboration meetings, grade level meetings, and after school district-offered trainings:

Cooperative Learning and Active Participation Instructional Strategies, AVID Elementary strategies, Step Up to Writing, ELD strategies and cycles of inquiry for improvement, Working with Special Populations, Understanding Poverty, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Emotional Intelligence, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, Safety, Google classroom, Illuminate, MTSS, Rigorous Curriculum Design, StudySync ELA, and Carnegie Math