



**Office of the Superintendent**

**DATE:** March 3<sup>rd</sup>, 2022

**AGENDA TOPICS:** A-G Completion and Improvement Grant

**PRESENTER:** Scott J. Booth, Director of Curriculum, Instruction, and Assessment

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**BACKGROUND INFORMATION:**

The A-G Completion Improvement Grant is state funding provided to local educational agencies (LEAs) for additional supports to help increase the number of California high school pupils, particularly low-income, English learner, and foster youth students, who graduate from high school with A-G eligibility.

California law does not require LEAs to apply for funding under the A-G Completion Improvement Grant Program, as Ed Code 41590 prescribes an allocation formula that determines the amount of grant funds each qualifying LEA will receive. WUSD is expecting to receive \$174,068 from this allocation, which has yet to be finalized by the state.

In compliance with Ed Code 41590 requires the development of a plan, no later than April 1<sup>st</sup>, 2022, describing how the LEA plans to utilize their grant funds to improve A-G eligibility and completion rates, and for the plans to be discussed and at a regular board meeting and then adopted at subsequently scheduled regular board meeting. LEAs are not required to submit their plans to their county offices of education, nor are they required to submit them to the CDE.

LEAs will be required to report to the CDE how they are measuring the effectiveness of their grant investments, pursuant to the plans they developed and adopted, and their outcomes based on those measurements. This report is due on or before December 31<sup>st</sup>, 2023.

**RECOMMENDATION:**

Approval of the A-G Completion Improvement Grant Plan assures the allocated funding to the district and school for supplemental programs/service to students, parents/guardians, and staff. Approval is recommended.

**Thank you!**

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Willows Unified School District	\$174,068

### Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Willows Unified School District (WUSD), a small rural district in northern California, continues to be committed to preparing today's students for tomorrow's challenges in a safe, engaging, and student-centered learning environment. This remains a commitment to all students including homeless and foster youth, low-income students, and English Learners; where each student realizes his/her potential, develops respect and tolerance for self and others, and becomes a productive member of our global society.

As a K-12 district, WUSD strives to provide a 21st Century education, providing all students including homeless and foster youth, low-income students, and English/multilingual learners at the elementary level with the developing of skills and capacity for life-long learning through targeted instructional support and the opportunity to engage in learning activities that align with a pre-A-G academic foundation. At the middle school level, all students including homeless and foster youth, low-income students, and English Learners; students have the opportunity to develop the academic, study, and life skills that continue to build capacity for academic and personal success, as well as engage in real-world activities with community college and other partners and industry professionals to explore pathways that prepare them for successful completion of A-G coursework and postsecondary college and career success. All high school students, including homeless and foster youth, low-income students, and English Learners, will have access to A-G courses including Advanced Placement and Dual Enrollment opportunities, with ongoing teacher support as well as opportunities for pathway exploration, work experience, and/or collegiate post-secondary learning and career paths.

To support efforts of continuous improvement and improve or increase services, providing targeted professional development for administrators, counselors, and other identified educators in areas that include...

- understanding why A-G course completion is important for students, regardless of their postsecondary goals.
- connecting college and career readiness to students' social determinants of health to positively impact students ability to thrive in whichever postsecondary path they pursue.
- understanding the College and Career Readiness Indicators measures in order to optimize performance on the California Dashboard.
- disaggregating A-G data by student groups to identify successes and areas for improvement.
- interpreting the data, developing and implementing comprehensive advising plans, analyzing transcripts, and shifting mindsets to support A-G completion increases.
- identifying and modifying structures and systems that may be inhibiting A-G completion rates.
- identifying and correcting systems issues in reporting A-G data in CALPADS in supporting the development of a comprehensive, equity-focused A-G Completion Improvement Grant Plan.

In addition, staff will participate in professional development that promotes access to and successful completion of A-G courses including depth of understanding of A-G requirements, assessment of and for learning, and with ongoing horizontal and vertical articulation to promote a TK-12

pathway towards successful completion of A-G coursework, and empowering students as critical thinkers and lifelong learners. Additional efforts will include ongoing parent/guardian discussion, education, and advisory in A-G requirements, coursework and advising program developments, and student planning, application and financial supports for postsecondary access for all.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

As a K-12 district, WUSD strives to provide a 21st Century education, providing all students including homeless and foster youth, low-income students, and English Learners at the elementary level with the developing of skills and capacity for life-long learning through targeted instructional support and the opportunity to engage in learning activities that align with a pre-A-G academic foundation. At the middle school level, all students including homeless and foster youth, low-income students, and English Learners; students have the opportunity to develop the academic, study, and life skills that continue to build capacity for academic and personal success, as well as engage in real-world activities with community college and other partners and industry professionals to explore pathways that prepare them for successful completion of A-G coursework and postsecondary college and career success. All high school students, including homeless and foster youth, low-income students, and English Learners, will have access to A-G courses including Advanced Placement and Dual Enrollment opportunities, with ongoing teacher support as well as opportunities for pathway exploration, work experience, and/or collegiate post-secondary learning and career paths.

Through evidenced-based staff professional development, such as those provided through "Hatching Results", College Board AP Summer Institutes, the California Collaborative for Educational Excellence (CCEE), and other professional learning resources; teachers, counselors, and administrators will build the expertise to analyze progress monitoring, benchmark, and other assessment data, refine instructional support strategies, and empower parents/guardians as partners in improving eligibility and successful completion of A-G courses for homeless and foster youth, low-income students, and English Learners. Technology upgrades and subscriptions to virtual learning resources will improve access and equity to homeless and foster youth, low-income students, and English Learners to help close the achievement gap and support learners in successfully completing A-G coursework towards post-secondary opportunities.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 35

In 2020/21, 43.2% (48 of 111 in four-year graduation cohort) students who graduated with a high school diploma successfully met UC/CSU A-G requirements. For any student who receives a D or F grade in an A-G course(s), WUSD provides the opportunity to retake the course during the regular school year, as well as during summer school. School counselors identify and provide academic counseling to students to support successful completion or recovery of A-G requirements. For the class of 2021/22, 35 students have been identified and targeted for this intervention.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

The Willows Unified School District (WUSD) A-G Completion and Improvement Grant Plan will provide supplementary services and strategies including providing key staff training on pre-A-G supports, use of data around homeless and foster youth, low-income students, and English Learners, research-based practices for empowering parents/guardians, assessment for learning, and alignment of TK-12 pathways. All students will have access to A-G preparation coursework and grade-level experiential learning that aligns with TK-12 pathways and post-secondary education. Students will have access to additional supports and opportunities for retaking A-G coursework, during regularly scheduled school hours and summer school.

Supports efforts in Goal 1: Establish a high performing District culture with quality teaching and learning

1. professional development for teachers, counselors and administration re: A-G and "Hatching Results" will support the vertical articulation as described in LCAP 1.1 and intervention in 1.4 and 1.5

Supports efforts in Goal 2: All students have access to grade level classes and high school students are enrolled in a college or academic/CTE aligned course sequence. At risk students will be identified by certificated staff using various assessments to provide academic support at each site.

1. professional development, transcript audits and core counseling curriculum will support a comprehensive program to meet the needs of at-risk students that is aligned with efforts of LCAP 2.2, 2.4 - 2.11, 2.13 - 2.15, 2.18, 2.20 - 2.23, and 2.26

2. professional development and analysis of data to support A-G completion, recovery and CTE pathway completion is aligned with efforts of LCAP 2.1,2.9, 2.13, 2.18, and 2.20 – 2.22.

Supports efforts in Goal 3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement.

1. implementation of Naviance (or similar program) will provide a platform with ongoing support and communication with students and parents/guardians; supplementing 3.1 - 3.3, 3.6 - 3.7, and 3.11.

### Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Professional development for teachers, administrators and counselors through "Hatching Results"; to assist in expanding access to improve the LEA's A-G completion rate and implementation of the American School Counselor Association (ASCA) model counseling program with core counseling curriculum.	\$70,000
Naviance, or similar platform for college and career planning as part of a comprehensive advising program.	\$24,500

Programs and services to increase or improve A-G completion	Planned Expenditures
National Clearinghouse for continuing collegiate enrollment and degree information on alumni, to assist in developing comprehensive advising plans and pupil supports, including tutoring programs.	\$4,568
Expand services for students who need additional opportunities to recover credits for A-G courses.	\$15,000
Provide addition of pre-AP courses, AP courses and/or dual enrollment/articulated courses to expand access to coursework that satisfies A-G course requirements for all students.	\$60,000