



A-G Completion Improvement Grant

Board Presentation ● 03-15-2022



Topics Covered

- A-G Data Points
- Grant Information
- Proposed Plan of Actions/Services

A–G Data

A–G Requirements

- a.** Social Science (2 yrs)
- b.** English (4 yrs)
- c.** Math (3 yrs)
- d.** Science (2 yrs)
- e.** Language Other than English (2 yrs)
- f.** Visual & Performing Arts (1 yr)
- g.** Elective (1 yr)



Key findings



Disparities in a-g completion rates exist between different ethnic and economic groups of students

There is insufficient time for collaboration among teachers at most schools.

The a-g subject areas with the lowest rates of enrollment and success were English, math, and science

Nearly half of faculty and staff report insufficient professional learning to support the needs of all students.

Math Bridge courses derail some students from meeting a-g requirements in math and limit access to the full set of California State Standards in mathematics

There are not enough academic supports for students during the school day

Enrollment policies and practices for Advanced Placement (AP) courses vary by site and course and do not always ensure open access.

There is a need for more discussion to understand systemic root causes of inequitable outcomes

Structures and systems for building relationships between adults and students, and among students, are insufficient

The district has higher chronic absenteeism rates than the County and State. These rates are even higher for economically disadvantaged students, English learners, and for students with disabilities.

Strategies to Address the Key findings

2019–20

APEX credit recovery courses as meeting A-G

Revised department head job description

ELD 3 students in mainstream classes

Flex Time period at Jefferson

2020–21

83% of CTE courses approved as A-G

Study Skills curriculum development

Increased mental health supports

Chromebook cart in every classroom

2021–22

Math Course 2 Bridge no longer offered

4x4 , advisory and PLC schedule at Jefferson

Weekly collaboration

Flex Time period at Terra Nova

Co-teaching sections

Universal Design for Learning PD

Social Emotional Curriculum

A-G Rate Trend

43.6%

2018-2019

44.1%

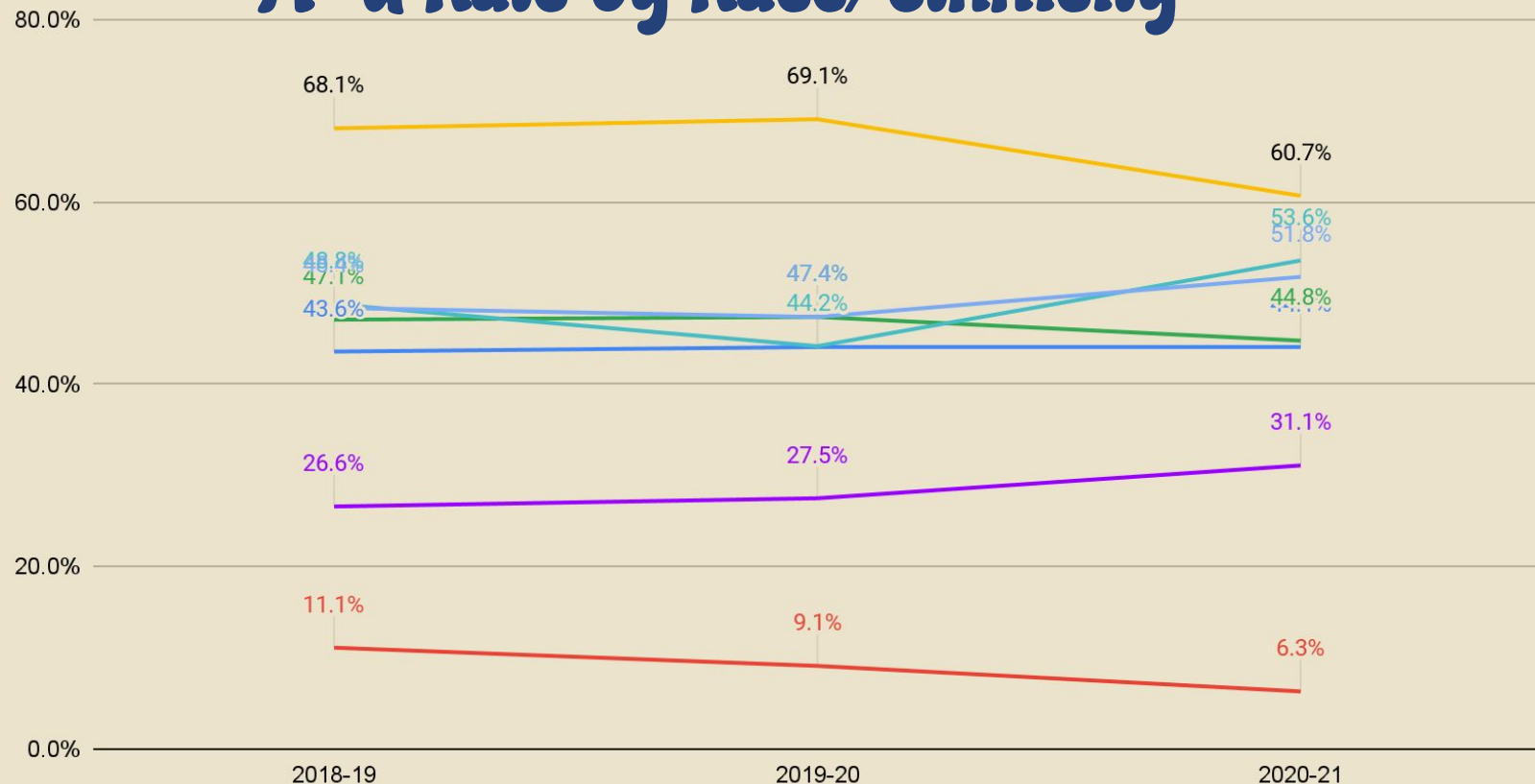
2019-2020

44.1%

2020-2021

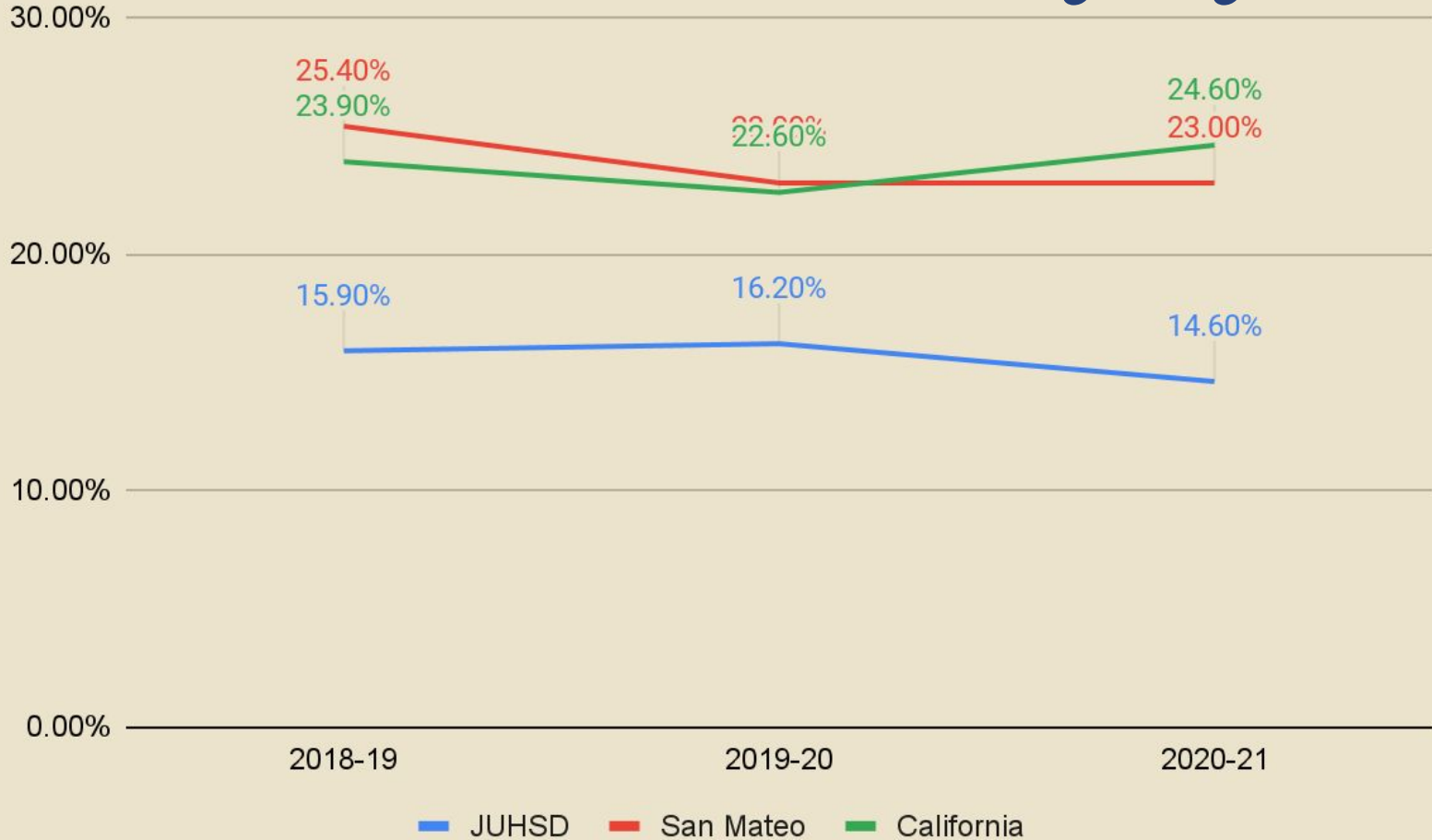
A-G Rate by Race/Ethnicity

[Raw Numbers](#)

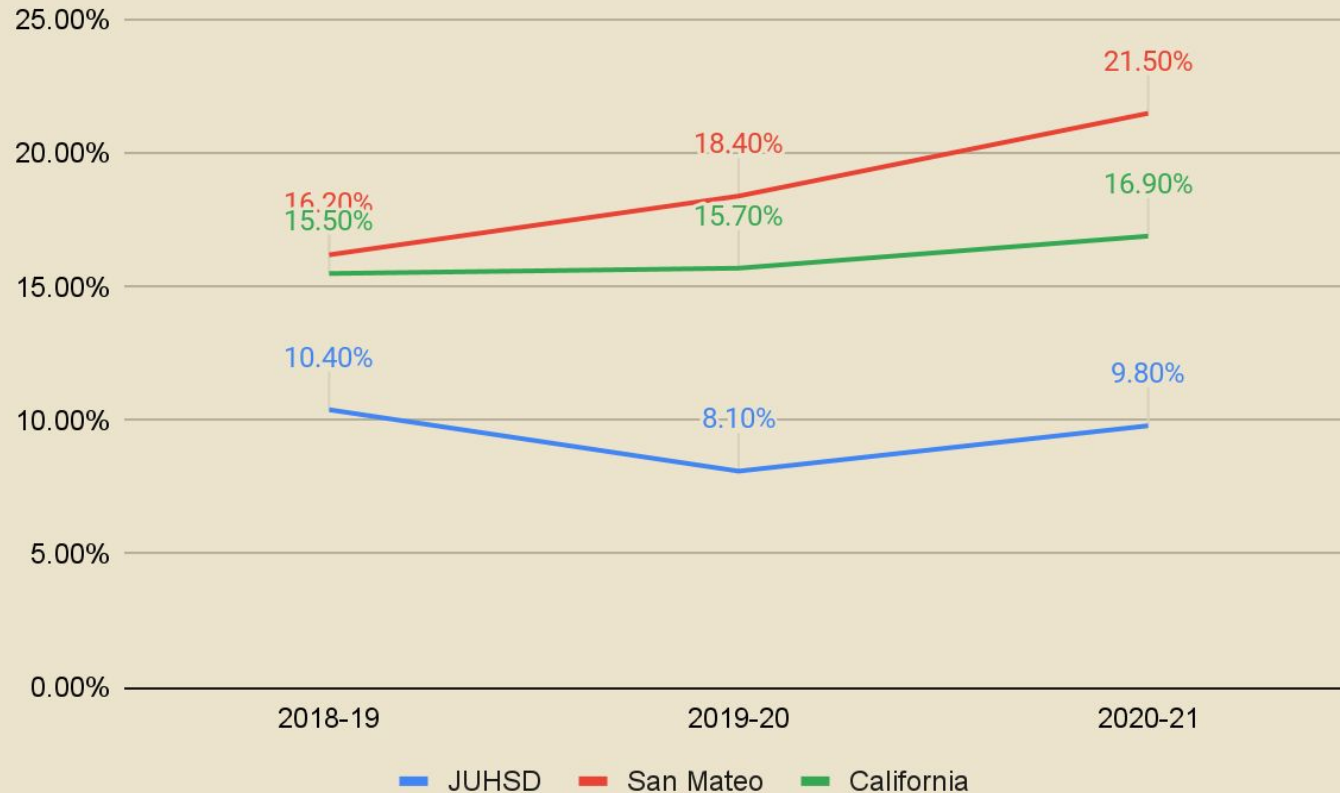


■ All Students ■ African American ■ Asian ■ Filipino ■ Hispanic/Latino ■ Two or More ■ White

A-G Rate of Students Learning English



A-G Rate of Students with IEP



A–G Rate by School (2020–21)

	All Students	Students Learning English	Students w/ IEP
Jefferson	34.3%	18.6% (13)	5.9% (1)
Oceana	69.3%	*	29.4% (5)
Terra Nova	65.9%	*	8.3% (1)
Thornton	0%	*	*
Westmoor	39.9%	6.5% (4)	4.3% (1)

*less than 10 students

Number of Students Who Received at Least 1 "D, F, P or NM"

Spring 2020

16%

715 / 4342

Top 5 A-G courses with
highest number of D,F, P, NM

Biology (S2)
Math Course 1 (S2)
Chemistry (S2)
English 9 (S2)
World History (S2)

2020-2021

41%

1753 / 4236

Top 5 A-G courses with
highest number of D,F, P, NM

Biology (S2)
Biology (S1)
Math Course 1 (S2)
English 10 (S1)
Math Course 1 (S1)

Grading Scale
Spring 2019, 2020-21:
A, B, C, P, NM

The image features a large yellow circle in the center, which contains the text. The background is split diagonally from the top-left to the bottom-right, with a light blue area in the upper right and a pink area in the lower left.

**A–G
Completion
Grant
Information**

A-G Completion Improvement Grant

PURPOSE

Provide additional supports to Local Educational Agencies to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility.

REQUIREMENTS

- Plan must be discussed at a regularly scheduled board meeting and adopted at a subsequent board meeting
- Plan must be developed by April 1, 2022
- Funds are available through the 2025-26 fiscal year
- Report to CDE how we are measuring the impact of the funds by December 31, 2023

Tentative Allocation

Total
\$609,064

\$442,989

Access Grant
(<67% A-G Rate)

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

\$0

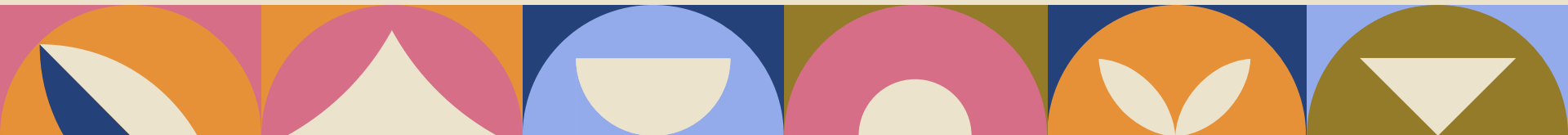
Success Grant
(67% > A-G Rate)

Recommended that funds be used towards pupils **in danger of receiving a grade of "C"** or better in A-G courses

\$166,075

Learning Loss Mitigation

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

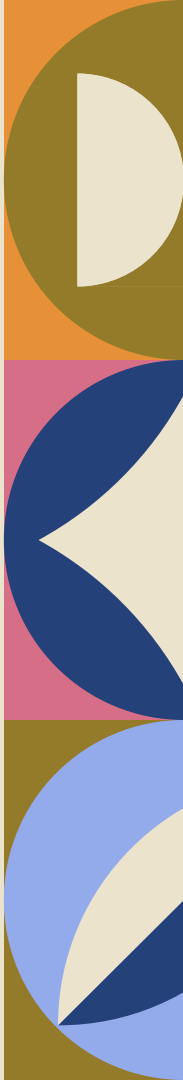


Access & Success Grant

A-G Access Grants and A-G Success Grants shall be used for activities that directly support pupil access to, and successful completion of, the A-G course requirements.

EXAMPLES:

1. Professional Development opportunities to teachers, administrators and counselors to improve the LEA's A-G completion rate
2. Developing comprehensive advising plans and pupil supports, including tutoring programs
3. Expanding access to coursework to satisfy A-G course requirements to all students, not limited to unduplicated students
4. Advanced Placement and International Baccalaureate fees for unduplicated students



Plan Requirements

01

How the funds received will increase or improve services for foster youth, low-income and English learners to improve A-G eligibility

03

Description that services supplement and not supplant services in the LCAP and Learning Recovery Plan

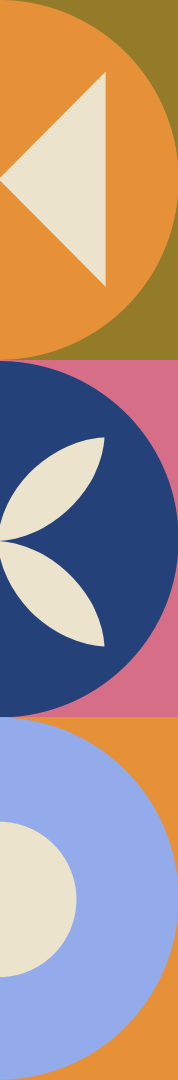
02

Number of pupils identified for opportunities to retake courses

04

Description to which all students, including unduplicated pupils, will have access to A-G courses

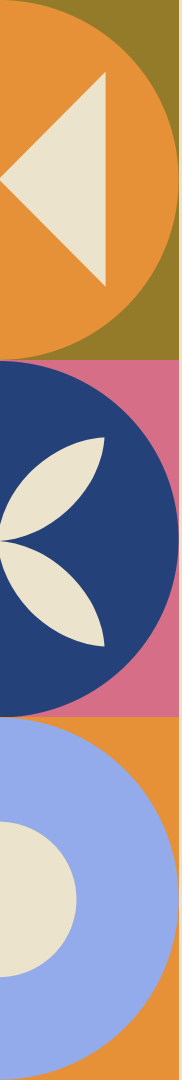
Proposed Plan

A vertical decorative bar on the left side of the slide, composed of three colored rectangular sections: orange at the top, pink in the middle, and blue at the bottom. Each section contains a white geometric shape: a triangle in the orange section, a stylized leaf or petal shape in the pink section, and a circle in the blue section.

Planned Use of funds

for All Students

- Peer tutoring program
- Stipend for course alike teacher to collaborate and plan during the summer
- Parent and student workshops on college and career readiness
- After school tutoring
- Intervention program/curriculum
- Credit recovery sections
- Increase summer school offerings to include Career Technical Education and Visual Performing Arts courses
- Professional development
 - Tier 1 instruction
 - Implicit bias and what it is to be an anti-racist school
 - Equitable grading
- Training/coaching for school counselors in supporting the ASCA School Counselor Professional Standards and Competencies



Planned Use of funds

**for students learning English, students with IEP,
students who are socioeconomically disadvantaged, and foster youth**

- Partnership with local colleges to provide mentorship (ex: Los Hermanos/Las Hermanas)
- Advisor/mentor stipend
- Paraprofessional training for district and agency employees
- Field trip to colleges and universities
- Smaller class sizes in designated ELD courses and/or co-taught classes
- After school transportation for students who need tutoring or credit recovery after school
- Additional wellness support
- Community responsive instructional materials
- Consider a financial incentive for multilingual staff

Thank you!

