A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Porterville Unified School District	$1,991,036

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

Additional funding will help support increased efforts in targeting students at risk of not completing A-G requirements, and enhancing the degree of communication that takes place with both students and families, especially those reflecting foster youth, low income and English learners. The outreach effort may require increased staffing, and/or increased time, in order to facilitate improved communication. This communication includes both parent-family-student educational efforts, as well as progress monitoring throughout the students' educational experience.

Ongoing progress monitoring should identify students who are at risk of not completing A-G requirements, and identify these students at early stages of secondary instruction. Once identified, funding can support structures such as the availability of tutoring services, study skill classes, and intersession or extended-time opportunities (i.e. weekend, winter break, summer break, before school, after school). Funding will also support staffing needs, course availability, and transportation, should student support materialize in the form of re-taking courses during the summer months, or concurrently during the academic year. Should space-availability become a factor, priority is given to students who are foster youth, low income and English learners.

There is a belief that students who are foster youth, from low-income families, and who are English learners, may not have the same background experiences afforded to students from more stable, or higher income families. Based in part on this belief, additional funding could be used to help build the experience level of these students, so that they could receive the same foundation and exposures, and therefore develop the same motivations and direction, that students who have successfully completed A-G requirements in the past. These opportunities include providing first-hand experiences to colleges and universities; interaction with both district/site-based and college-based staff liaisons; and dedicating time, space and support for students/families to conduct college research, complete enrollment applications, and submit for funding. Funding will also help in development of partnerships with platforms and organizations focused on smoothening the path to college for students in a manner similar to approaches of the California College Guidance Initiative, and College Next California that focus on student groups that have historically been underrepresented in higher education. These platforms and organizations integrate the college decision-making process that include: research, selection, financial aid planning, and applications.

Funding will also help remove barriers that students might be subject to based on various factors that include scheduling conflicts. This funding may assist in alternative course scheduling options, either concurrently during the school year, or during summer months, resulting in increased opportunity for students to enroll in advanced A-G courses during the school year. Additionally, barriers might include factors such as language acquisition for English learners, and funding would help provided the needed additional support so that these students have greater chance for

success in A-G completion. Low-income students and foster youth may also experience barriers that are tangential to academic attainment, and funding would help mitigate factors impeding success, such as supporting counseling, social-emotional, or familial needs.

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.

It is the expectation of the district that all students have access to A-G approved courses. Early identification, monitoring, and intervention is considered key components to help ensure successful completion of A-G requirements. As a result of priorities assumed within the A-G Completion Improvement Grant, students who are foster youth, English learners, and from low-income families will be monitored to identify those who are, and who are not, enrolled in courses intended to complete the A-G requirements by the time they are graduating seniors. Efforts will be in place to recruit students from these three groups into the district's Pathways program. Recruitment efforts will manifest itself in the form of informational meetings, literature, and other forms of communication. Course structures within the various Pathways throughout the district ensures enrollment into A-G courses, and if successfully completed, would ensure successful completion of A-G requirements.

Inquiry from educational partner groups have highlighted concern for students who have chosen not to be involved in a Pathway. Annual identification of foster students, English learners, and students from low-income families who are not enrolled in a pathway will establish a group intended for the purpose of on-going monitoring. Ongoing communication will take place with students, families, counselors and teachers to help ensure these students have access to A-G courses approved by the University of California. Ongoing monitoring and communication will also contribute to early intervention efforts as necessary. Additionally, course offerings that are A-G approved continue to increase, thereby providing more options for students in efforts to match motivation with learning experiences.

Any student who has failed an A-G course are provided opportunity to retake those courses in subsequent years, during intersessions, or concurrently. Students who receive a D in an A-G course are also counseled on potential retaking of courses. Should space, or staffing, become a limiting factor, students who are foster youth, English learners, or from low-income families are given priority.

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: 3,043

There were approximately 6,459 students from grades 9 through 12 enrolled in A-G courses within the district during the spring semester of the 2020-2021 academic year. The total enrollment of students in grades 9 through 12 as reported in DataQuest was 6,980 students for Porterville Unified, suggesting that approximately 93% of students were enrolled in A-G courses, and that 7% of students were not enrolled in at least one. A-G Completion Grant total allocation is based in part on an unduplicated pupil count of 5,116. During the 2020 spring semester of the 2020-2021 academic year, approximately 3,043 students (47%) in grades 9 through 12 received a D or F in A-G approved courses. These students are identified for opportunities to retake courses in which they received a grade of D or F.

Investigation of course grades during each semester occurs annually at the site level through a transcript evaluation protocol. Conversations take place between counselors, teachers, families and students early in the term of each grade level between 9 and 12 inclusive in a one-on-one

manner, giving priority to those students who had received a D or F in A-G courses during the previous term, or are in jeopardy of earning a D or F in the current term.

Support options are discussed with students and families to determine the most effective expanded opportunities for credit recovery, or grade improvement, and include (but are not limited to):
- Tutoring
- Peer coaching
- After school sessions
- Before school sessions
- Intersession options
- Summer school
- Concurrent options (i.e. Edgenuity)
- Dual enrollment
- Alternative scheduling or placement options

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.

Due to recent challenges related to the pandemic, and efforts to return to normalcy, portions of the Local Control and Accountability Plan and Learning Recovery Plan, rightfully address recovery-type initiatives that could be considered deficient-focused. Of importance is the greater need in areas such as social-emotional support, or the more general learning loss as a result of school closures. All efforts addressed in preexisting plans are intended to improve student outcomes, and the current A-G Completion Improvement Grant will help support those efforts outlined in the LCAP, and supplement specific areas including:

Goal 1: Access
- Action 1: Teacher Credential Alignment
- Action 3: Instructional Time, Electives & Staff Development
- Action 5: Site Leadership Support
- Action 6: Linked Learning Pathways
- Action 7: After School Support

Goal 2: Parent Involvement
- Action 1: Consulting Services for Parent Resources
- Action 2: Family Connection to Schools
- Action 8: Parent College Workshops

Goal 3: Graduation
- Action 2: Exposure to College and Career Readiness
- Action 3: CTE Class Offerings
- Action 4: Interventions
- Action 5: Student Support Service Staffing

- Action 6: Coordination of Services
- Action 7: Increasing A-G Course Offerings

Funding from the A-G Completion Improvement Grant will help supplement the intent of supporting student overall success by allowing a focus on a more specific performance range of students. Considerations that would supplement efforts outlined in the LCAP and Learning Recovery Plan include (but are not limited to):
- Layering counseling support for potential A-G non-completers
- Providing financial support in case of need, which may include fees for: concurrent enrollment, college exams, etc.
- Increasing college exposure for students and families who are foster youth, English learners, or from low-income families
- Providing transportation for those needing to retake courses, including those who my not have failed a course
- Providing training for counselors in student guidance related to college entrance requirements
- Providing training for teachers of advanced courses
- Increase community training sessions that focus on college enrollment requirements and processes

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Increased consultation related to A-G enrollment and completion with foster youth, English learners and students from low-income families	$314,230
Increased tutoring/staffing services during school, after school, on Saturdays, and during intersessions	$416,302
Retake opportunities during summer school, through dual enrollment, concurrently through UC Scout or Edgenuity	$113,000
Offer summer bridge programs to help entering freshman be successful in early A-G courses	$436,575
Provide enrichment opportunities (during the school year and summer) to help students connect current learning to college expectations, and to allow for A-G courses during the school year (by shifting some course options into the summer)	$635,877
Staff training (i.e. Counselor training, AP Certification, etc.)	$75,052

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Butterfield Charter School	$150,000

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

Funds will be spent on academic intervention, academic counseling, and tutorials, and prioritize a focus on foster youth, low-income students, and English learners.
- Academic intervention services will include student progress monitoring and a tiered intervention plan that will be structured to fit a student's individual needs. Tiered intervention includes study skills, additional time with an advisory teacher, opportunities for remediation, and focused supports. Parent and student involvement are key components in the development of the individual intervention plan.
- Academic counseling will be provided specifically to increase services for foster youth, low-income students, and English Learners to improve A-G eligibility. Funding will allow for an increase in counseling services far beyond the current services provided.
- Tutorials are an integral part of improving student A-G eligibility. As part of the individual intervention plan, students will have a dedicated academic tutor to assist in A-G coursework.

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.

All students at Butterfield Charter School enjoy access to an extensive course catalog through an Independent Study model. A-G courses are offered in all subject areas as identified in the A-G subject area requirements. Courses are assigned to students by an Academic Counselor, and student course sequence is designed following one-on-one interaction. Early progress monitoring helps ensure student successful completion of A-G requirements, and includes consideration for intervention efforts, course retakes, and/or substitution of A-G course options. Efforts are in place to prioritize monitoring of foster youth, students from low-income families, and English learners, to ensure both access, and successful completion of A-G requirements.

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: 228

A-G Completion Grant total allocation is based in part on an unduplicated pupil count of 246. During the 2020 spring semester of the 2020-2021 academic year, 228 students were identified for opportunities to retake A-G approved courses in which they received a D, F, or fail grade. Advisory teachers were notified of the students identified as receiving D, F, or Fail grades and academic counselors provided course assignments that included opportunities to retake A-G courses.

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 described services work in cooperation with the Local Control and Accountability Plan and Recovery Plan. The described services, while similar to existing services, represent an entirely supplemental program to improve A-G eligibility for foster youth, low-income students, and English Learners. Efforts will help supplement those outlined in the site's Local Control Accountability Plan, specifically Goal 3, Action 7 and Metric 3.12.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Academic intervention, counseling and tutoring	$150,000
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A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Harmony Magnet Academy	$327,797

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

> Additional funding from the A-G Success Grant will help support activities that directly support students and successful completion of A-G course requirements by increasing efforts in targeting students at risk of not completing A-G requirements, and by enhancing the degree of communication and advisory efforts that take place with both students and families, especially those reflecting foster youth, low income and English learners. Students will be able to receive expanded tutoring and intervention services. These include but are not limited to: Tutorials during school, after school tutorials, Saturday support opportunities and summer school remediation and enrichment.

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.

> The curriculum, and course sequence, for students at Harmony Magnet Academy are currently A-G approved. Funding will support development and review of new future courses offered that will go through the A-G approval process. Furthermore, intervention and support for those students who do not received a "C" or better will allow them to access additional A-G courses offered to meet UC / CSU eligibility. Any student who has failed an A-G course are provided opportunity to retake those courses in subsequent years, during intersessions, or concurrently. Students who receive a D in an A-G course are also counseled on potential retaking of courses. Should space, or staffing, become a limiting factor, students who are foster youth, English learners, or from low-income families are given priority.

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: 125
>
> A-G Completion Grant total allocation is based in part on an unduplicated pupil count of 354. During the 2020 spring semester of the 2020-2021 academic year. Students who do not receive a "C" in A-G course work will be required to retake those courses during the school year and/or during summer school remediation. Methods provided at Harmony include: Students meet with pathway teacher teams to recommend intervention and support offered during the school day, after school and during Saturday support. Counselors also meet with the students 1 on 1 to create a personalized learning plan to meet A-G UC / CSU eligibility. Administration also meets with those students to encourage their intervention plan and follow up with the parent(s) of each of those students. Student study teams also create a team network of teachers, guidance counselors, parents, students and administration to ensure the necessary support for each student to succeed and to ensure student accountability.

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.

Efforts supported by the A-G Success Grant will help supplement efforts outlined in the site's Local Control and Accountability Plan, namely the following goals:

- Goal 1: All Harmony students, including all subgroups (consisting of GATE foster students, socio-economically disadvantaged, English language learners, special education students, and students identified as homeless), will have access to the California State Standards, sufficient instructional materials, appropriate teacher assignments, facilities in good repair, and be enrolled in a broad course of study that includes all of the subject areas.

- Goal 3: All Harmony students, including all subgroups (consisting of GATE, foster students, socio-economically disadvantaged, English language learners, special education students and students identified as homeless), will be able to graduate from high school prepared for college and career and meeting PUSD Graduate Outcomes by providing a safe and conducive environment for learning.

- Goal 4: HMA will establish a process to ensure all students (consisting of GATE, foster students, socio-economically disadvantaged, English Language Learners, special education students and students identified as homeless), participate in college and career A-G electives, link academics to career interest through assessment of graduate outcomes rubric, interest inventories and enrollment in career exploration electives.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Tutorials, after school	$262,238
Course development	$65,559

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Porterville Military Academy	$75,000

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

The A-G Learning Loss Mitigation Grant funding will help support learning and credit recovery efforts for our students, and will include structures that involve adult tutoring, study skills class for support, and Saturday school. Efforts will prioritize students who receive a D or an F in A-G approved courses, and those who are foster youth, from low-income students, and English learners.

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.

The current course sequence for all students, including foster youth, students from low-income families, and English learners, attending Porterville Military Academy ensures successful completion of A-G requirements if courses are successfully passed. Likewise, the course sequence provided during the 2020-2021 academic year fulfilled A-G requirements. The A-G Learning Loss Mitigation Grant funds allows a focus on those students who received a D or F in any A-G course offered during the 2020-2021 academic year, and provide support in the form of tutoring, study skills classes, Saturday school or opportunities to retake courses where a D or F had been previously earned.

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: 34

The A-G Learning Loss Mitigation Grant allocation is based in part on an unduplicated pupil count of 97. Local documentation indicates that during the 2020 spring semester of the 2020-2021 academic year, 34 students received a D or F in at least one A-G approved course. These 34 students, and students reflecting similar patterns of achievement, are prioritized for opportunity to retake courses, and are also highlighted for additional support structures that include tutoring services, study skills classes, and Saturday school.

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.

Efforts resulting from the A-G Learning Loss Mitigation Grant will help supplement efforts outlined in the site-level Local Control Accountability Plan, specifically related to Goal 3 which is focused on graduation and high school preparation for future college and career experiences of our students. Our funding will focus on helping support those students, especially foster youth, low income and English learners, who have received low grades in A-G approved courses, and establish a support structure to help their success. The desired outcome for these students should ultimately be reflected in positive movements of metrics outlined in Goal 3 of the site Local Control and Accountability Plan.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Tutoring, study skills & Saturday school	$75,000
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