

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Desert Sands Unified School District	\$ 2,297,319

### 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

Funding will be utilized to provide greater evaluation, identification, and correction for students, particularly foster youth, low-income, English learners, and students with disabilities, who are not meeting A-G requirements either through access or success. Funding will provide a district level counselor on special assignment that will work directly with Educational Services administration on developing best practices for promoting a culture of A-G, creating systems for clean data, ensuring student access and success to courses of rigor, ensuring high school readiness of middle school students, and helping to develop effective student intervention and credit recovery systems.

Funding will be used to provide additional days and hours for counselors to engage in A-G evaluations each summer, conduct 9th grade transition meetings, and to provide support with master schedules and student placements.

Funding will provide high schools additional period staffing (1/7ths) to ensure blended learning for credit recovery and grade validation as well as additional courses for English learners and students with disabilities to ensure access to A-G courses. In addition, provide our traditional high schools with the online Edgenuity platform in-lieu of APEX for CORE classes. Edgenuity provides a more robust educational experience for students.

Funding will provide opportunities for counselor professional development through RCOE, and other support providers, that focuses on A-G completion, course selection, master schedule best practices, and college and career readiness. In addition, with a focus on effective grading practices, funding will also be utilized to engage schools in the Measuring Student Learning project that begins with a root cause analysis helping schools evaluate current student success. Professional development opportunities will also help support teacher leaders with effective grading practices.

Last, funding will provide a bilingual paraeducator for each high school to provide direct services for English learners and students with disabilities to achieve A-G eligibility.

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.

Desert Sands has worked diligently for the last 10 years ensuring that all courses offered on a traditional high school campus fall within the parameters of being an A-G course and are captured as an A-G course. Desert Sands regularly uses the mismatch report in the California Colleges Guidance Initiative (CCGI) platform to

identify courses that do not align and correct those as needed. All students, including low-income, English learners, and foster youth are scheduled into A-G courses as part of their 4-year plan to graduate high school college and career ready.

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.

A-G Course Audit			
	S1	S2	
Comprehensive HS & Horizon	2020-21	2020-21	
Number of students enrolled in one or more a-g courses	8681	8446	
Number of students D,F,I,No Credit in one or more a-g courses	4533	4641	
Of those: how many were seniors	824	806	
Number of students who <i>attempted</i> to make up a-g courses:			
During Spring 2021	267	NA	
During summer school 2020-21	766	531	
During Fall 2021	2259	237	
Enrolled Spring 2022	49	875	
<b>TOTAL Attempted</b>	<b>3341</b>	<b>1643</b>	
Number of students who <i>successfully</i> made up a-g courses:			
During Spring 2021	86	NA	
During summer school 2020-21	679	481	
During Fall 2021	978	132	
<b>TOTAL Successful</b>	<b>1743</b>	<b>613</b>	

In the spring of 2020, with the initial onset of COVID-19, the Desert Sands Unified School District Board of Education changed AR 5121 grading scale to provide any student earning a 0%-69% a pass grade. This was honored by the UC/CSU systems and avoided a negative impact of A-G on students the spring of 2020.

Following the 2020-2021 school year, there was an increase in summer school opportunities to provide opportunities for all students to validate grades and have credit recovery. In addition, students have opportunities to retake courses they have failed during the school day as well as during summer school. Some schools provided additional opportunities outside of the bell schedule to make up 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.

As we continue to set goals for improving A-G rates, post secondary college going rates, and FAFSA completion rates, counselors and additional learning opportunities play critical roles in accomplishing this endeavor. The priority of A-G completion is noted in all goals of the DSUSD Local Control and Accountability Plan.

Action 1-5.4 provides support for summer school programs. The focus for high school is credit recovery, validation of grades, and acceleration to support a rigorous course of study. Summer school programs have provided opportunities for our high school students to retake classes, accelerate their learning and validate classes for A-G requirements. As a result, we continue to have a high graduation rate, with a combined four-year and five-year cohort graduation rate of 93.9% as reported by the California School Dashboard for the 2021 cohort. The number of students completing A-G requirements has continued to increase over the past 10 years, decreasing only during the pandemic to 53.4%.

Action 2-4.3 provides academic support for students to complete the "A-G" sequence of courses that include opportunities to validate grades lower than a C.

Action 3-3.3 provides professional development for school site counselors at monthly counselor meetings focusing on foster/homeless youth, community agency partnerships, graduation requirements, A-G requirements, Seal of Biliteracy, college and career readiness.

Students taking CTE courses have higher attendance rates, lower discipline issues, greater A-G completions, and higher graduation rates. Students enrolled in these programs feel connected to school and a post-secondary goal which keeps students engaged. CTE programs create a unique high school path for a subset of students that may otherwise get lost.

High school students in AVID have a 90% or greater A-G rate and 100% graduation rate. AVID programs help create a sense of belonging that results in greater attendance, decrease in discipline, and higher GPA. Our elementary students participating in schoolwide AVID programs are learning skills at an early age to help with organization, time management, inquiry and research skills, and academic habits they need to be successful as they move onto middle school. Our middle schools have noted that students enrolling from AVID elementary schools are coming in with academic habits for success in secondary, most notably, organization, student success skills-communication (listening, speaking, and writing), and study skills.

## Plan Expenditures

Programs and services to increase or improve A-G completion - Access Grant	Planned Expenditures
Counselor On Special Assignment (4-years)	\$692,000
Provide 5 per diem days for counselors in June following the end of the school year (2022-2026)	\$326,333
Provide professional development for counselors and teachers on A-G and teachers on effective grading practices	\$200,000
Provide a bilingual paraeducator for each site to support English Learners meeting A-G (2-years)	\$384,000
Provide hours to support counselors with college nights, FAFSA nights, parent nights, after school academy training and professional development.	\$53,571
Provide Edgenuity online courses in-lieu of APEX at our traditional high schools for CORE Subjects	\$15,000

Programs and services to increase or improve A-G completion - Learning Loss Mitigation Grant	Planned Expenditures
Provide each traditional high school 1/7th funding (Three 1/7ths for years 1 and 2. Two 1/7ths for years 3 and 4)	\$ 626,415