

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
San Mateo Union High School District	\$2,042,383 (through the 2025-26 School Year)

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 Improvement Grant will be leveraged to support and extend new and ongoing initiatives intended to support our Historically Underserved Groups of Students' (HUSGs) attainment of the A-G and other College and Career Readiness indicators. The specific areas of investment include:

- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. The District will extend the implementation of courses/interventions that are intended to accelerate student learning, these include:

- Expansion of the Advancement through Individual Determination (AVID) Program (within schools currently implementing the program and to schools not yet implementing).
- Expansion of the College and Career Counseling course offered by the Community Colleges and taught by counseling faculty from the SMCCD and/or the SMUHSD. This course will give students an in-depth review of their college/career options as well as an overview of the CTE Pathways available to them in their respective school and across the region at the SM Community College District.

- Integrated student supports to address other barriers to learning. The District will extend investments in integrated student supports that were initiated with the ELO and ESSR III Grants these include:

- Continued implementation of 1 Student Success Coordinator (Tier II intervention monitor) at all Comprehensive School Sites to support struggling students
- Continued implementation of Tier II Mentors (Certificated and Classified) that check-in on and support students on a regular basis across all school sites.
- Continued investment in a Spanish-speaking temporary staff person(s) for the first four months of the school year focused on ensuring that underserved families have access to our digital communications platforms and other digital resources that they need - focus is on families new to the District.

- Supports credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' UC/CSU eligibility. The District will extend investments in supporting credit deficient students - both during the school year and during summer school.

- The District will leverage the A-G grant, as needed to support students with a summer school program that is culturally responsive and rigorous via implementation of teacher-led-courses (as opposed to exclusively online courses).

- Alignment of structures/practices and Professional Learning for School Counseling, College/Career Advising Teams. The District will invest in this effort to ensure a strong tiered approach to student college/career exploration and planning over the four years of high school. This will include the following:

- Professional Learning for site-based School Counseling teams and College/Career Readiness staff
- The provision of extended School Counseling services beyond the traditional school day so that students and families can best utilize these services.
- Continued refinement of the four-year scope and sequence with particular attention to guaranteeing support to historically underserved students and their families

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 will continue to have authentic access to A-G courses at all school sites as these college prep offerings are the default coursework for all students. The district has long since abolished any and all prerequisites for such courses and continues to actively promote student participation in A-G eligible courses. In addition, multiple school sites have implemented the Advancement through Individual Determination (AVID) program whose intent is to support potential first-generation college students through rigorous courses in their respective high schools.

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.

The District had in the fall of 2020-21 school year, 2,071 students who were not at the time, A-G eligible.

The District has and will continue to allow and encourage students to participate in its two venues for credit-recovery/retake of courses in which they received a letter grade of “D.” These two venues are summer school, where students can retake up to 2 semester-long courses (5 credits/course), and On-site Credit Recovery (OSCR) whereby students can take one more courses during a period of the school day using the District’s online learning platform, *Edgenuity*.

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.

This plan looks to extend investments made in the 2021-2024 LCAP, spring 2021 ELO Grant and fall 2021 ESSR III Grant. In particular the following areas:

- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. These will include the following investments:
 - Continued implementation of One (1) Student Success Coordinator (Tier II intervention monitor) at each of the Comprehensive School Sites to support struggling students (total of 6 positions)
 - Continued implementation of Tier II Mentors (Certificated and Classified) that check-in on and support students on a regular basis.
- Integrated student supports to address other barriers to learning.

- Continued implementation of a District EL Social Worker
- Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' UC/CSU eligibility.
- Continued implementation of a robust summer school credit recovery program that ensures that students meet UC/CSU eligibility requirements

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.	\$750,000
Integrated student supports to address other barriers to learning	\$542,383
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' UC/CSU eligibility.	\$500,000
Alignment of structures/practices and Professional Learning for School Counseling, College/Career Advising Teams.	\$250,000
TOTAL:	2,042,383