

A-G Improvement Grant

Ventura Unified School District
Board of Education Regular Meeting
March 22, 2022



For the future of every student

A-G Plan Requirements: Must Describe...

1

How the funds received under this section will increase or improve services for unduplicated pupils to improve A-G eligibility

2

The number of pupils, who received a "D", "F", or "Fail" in the Spring of 2020 or in the 2021-22 school year, identified for opportunities to retake A-G courses

3

How the plan and described services supplement, and do not supplant, services in the Local Control and Accountability Plan and AB 86 Learning Recovery Plan

4

A description of the extent to which all pupils within the LEA, particularly unduplicated pupils, will have access to A-G courses approved by the University of California

A-G Plan Requirements: Deadlines

- Plan must be **developed** by April 1, 2022
- Plan must be **discussed by governing board** at a regularly scheduled board meeting—law does not establish a date by which this must occur
- Plan must be **adopted by governing board** at a subsequent regularly scheduled board meeting—law does not establish a date by which this must occur

Education Code Section 41590(f)

“ A grant recipient **shall develop a plan on or before April 1, 2022**[.]In order to ensure community and stakeholder input, **the plan shall be discussed** at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school **and adopted at a subsequent regularly scheduled meeting.** ”

Eligible Expenditures

Professional development (PD) for teachers, administrators, and counselors to improve A-G completion rate, including Advanced Placement (AP)-specific training

PD

Support

Developing comprehensive advising plans and other student supports, such as tutoring and course-taking and college counseling services

Expanding access to A-G coursework, including course development and review, and incorporating courses into local graduation requirements

Access

Fees

Subsidize student test fees, including AP test fees, for low-income students, foster youth, and English learners

Reporting Requirements

- **Education Code § 41590(g) requires grant recipients to report to the State Superintendent by December 31, 2023:**
 - How they are measuring the impact of grant funds, as identified in their plans, on their A-G completion rate
 - Their A-G completion rate outcomes based on those measures
- **Grant recipients are required to report final outcomes of their grant funds on their A-G completion rate by August 31, 2026.**

VUSD 2021-2024 LCAP

Action 1.6: *Supplemental standards-based materials, site-based and district-based **personnel to support and monitor the academic progress of English Learners**, and enhance communication with families of ELs.*

Action 1.7: ***Support access to AVID, concurrent enrollment through VACE and El Camino for parallel college/career course of study, CTE, and application/assessment fees for low-income students.***

Action 2.3: *Provide supports to foster & homeless youth, schools and families to improve connectedness and alignments of services. (Foster/Homeless Youth Liaison)*



A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Ventura Unified School District	\$ 1,093,980

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

VUSD will increase A-G eligibility for unduplicated students by improving access to A-G courses, pathways, targeted supports, through a more refined focus on data utilization.

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.

While all VUSD high school students currently have equal overall access to enrolling in A-G coursework upon entering high school, not all students enter with equal degrees of support or academic preparedness for successful completion of A-G courses with a C or better or for ultimate completion of all A-G requirements.

For low-income students, the D/F rate is higher and there is a higher placement rate in Math Readiness (non - A-G) and Earth Science (only A-G if taken concurrently with Math 1) in the freshmen year for this group. Therefore, an increased focus on both middle school math interventions and summer Math Readiness between the 8th and 9th grade year is critical for this group. Some of the funds delineated below for Summer remediation will be used.

For English learners, it is critical to provide optimal supports and opportunities to reclassify prior to their sophomore year since only one EL English course can count towards fulfilling the "B" (English) requirement. Therefore, an increased focus on middle school and early high school reclassification efforts is critical to this group of students. Some of the funds delineated below could be used to enhance and expand upon monitoring/early identification.

Foster Youth, while eligible for reduced graduation credits per AB 216, will be supported to pursue an A-G course of study with enhanced counselor outreach to these students with these funds.

Additionally, VUSD will collaborate with districts that have implemented evidence-based practices resulting in increased A-G access for unduplicated students.

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.

Based on 2020-21 spring semester enrollment, a total of 2010 eligible students were identified.

Identified students will be invited and encouraged to retake A-G courses in which "D" and "F" grades were earned. Opportunities will be offered during summer session(s) and during the 2022-23 school year.

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 VUSD 2021-24 LCAP provides additional districtwide supplemental and concentration funding to schools allocated by percentage of unduplicated students. In general, these funds support broader access to targeted academic supports and personnel for the purpose of remediation. Specific LCAP supports addressing improved college/career readiness focus on CTE access, AVID, and offset of fees for low income students accompanying dual enrollment. Funding allocated through the A-G Improvement Grant will supplement, not supplant services and supports dedicated through supplemental and concentration funding identified in the 2021-24 LCAP.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Increase # of honors & AP courses districtwide	\$500,000
Increase access to A-G make-up & grade remediation courses (during school year & summer)	\$200,000
Increased access to AVID courses & support activities, including transportation	\$200,000
Provide professional development to teachers, counselors, administrators, & classified personnel specific to supporting greater A-G access	\$100,000
Support additional hours for district committee work (i.e. Grading for Equity, transcript analysis, college & career readiness, revised graduation requirements)	\$50,000
Assigned development, monitoring, generation, and training of reporting metrics	\$23,980
Contract(s) for tracking longitudinal post-secondary outcomes	\$20,000

Ventura Unified School District

Middle School History-Social Science (H-SS) Adoption Recommendation Committee

A Recommendation for Adoption

March 22, 2022



For the future of every student

A Brief History of the VUSD H-SS Pilot/Adoption Process

March 2018	VCOE H-SS Publisher Fair and Training
May 2018	Framework Training for MS H-SS Teachers
Fall of 2019	MS H-SS Departments Review All Available Materials
January 2020	All VUSD H-SS Teachers Select Pilot Materials
Summer 2021	Pilot Teachers Trained by Publishers
Quarter 1, Fall 2021	Pilot Teachers Pilot 1st Set of Materials in H-SS Classes
Quarter 2, Fall 2021	Pilot Teachers Pilot 2nd Set of Materials in H-SS Classes
March 2022	Adoption Recommendation Committee Meeting
Spring 2022	Committee's Recommendation Goes to VUSD Board
Spring	Newly Adopted Materials Ordered (Pending Board Approval in Spring 2022)
Spring/Summer 2022	MS H-SS Teachers Trained on Newly Adopted Materials (Pending Board Approval in Spring 2022)
Fall 2022	Newly Adopted MS H-SS Materials in Classes (Pending Board Approval in Spring 2022)



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Middle School History-Social Science (H-SS) Pilot Teachers

School	Name	Grade Level
Anacapa	Crystal Schreiner	6
	Shannon Lopez	6
	Maggie Graves	6
	Paola Rodriguez	7
	Tina Mohr	8
	Laurie Curtis-Abbe	8
Balboa	Emily Zgliniec	6
	Skyler Chapin	7
	Laura Chiriboga	8
	Joanne Marshall	8

School	Name	Grade Level
Cabrillo	Melissa Miller	6
	Daniel Flores	7
	Tina Camus	7 & 8
	Halina Cheung	8
	Roman Galli	8
	Carly Starn	8
DATA	Brandy C McAtee	6
Sunset	Lindsay Guzik	7 & 8
Lemon Grove	Kati Padgett	6
	Erin Fraser	7 & 8

Note: All teachers volunteered to be part of the pilot. We worked to ensure that all schools were represented and that our pilot team included TWI, Special Education and GATE teachers.



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State of CA Allowable Adopted H-SS Materials

<i>Publisher</i>	<i>Program Title</i>	<i>Grade</i>
Discovery Education	<i>Discovery Education Social Science Techbook</i>	6–8
First Choice Educational Publishing	<i>E Pluribus Unum: The American Pursuit of Liberty, Growth, and Equality, 1750-1900</i>	8
McGraw-Hill School Education	<i>Impact: California Social Studies</i>	6–8
National Geographic Learning	<i>National Geographic World History</i>	6–8
Pearson Scott Foresman and Prentice Hall	<i>California History-Social Science: myWorld Interactive</i>	6–8
Teachers' Curriculum Institute	<i>History Alive! California Series</i>	6–8

CA Criteria for Evaluating Instructional Materials K-8

1. History-Social Science Content/Alignment with Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning and Support

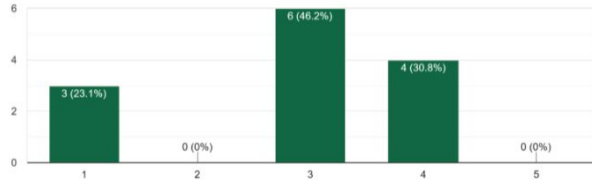
Pilot/Adoption Recommendation Criteria

1. Must Be Within the District's Budget
2. Focus on *Inquiry* per the Framework
3. FAIR Act Compliant
4. Ethnic Studies Support
5. Quality of Universal Access
 - a. Support for English Learners
 - b. Support for Students With Special Needs
6. Quality of Supplemental Materials
 - a. Technology-Based Resources
 - b. Primary Source Documents
 - c. Assessments

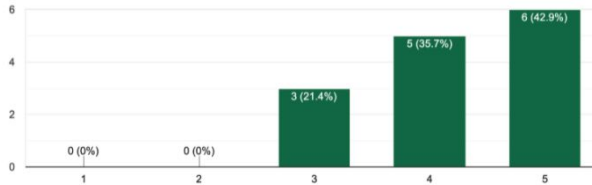
Sample Data

Universal Access: Instructional materials are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.

National Geographic
Quarter 1

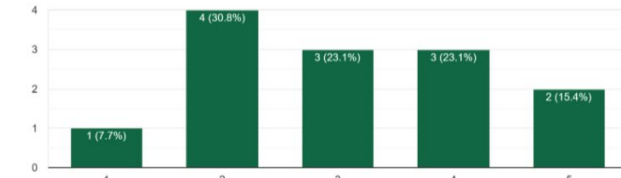


TCI
Quarter 2

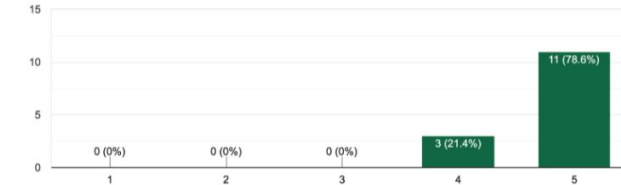


Instructional Planning and Support: Instructional planning and support information and materials are provided for use by teachers in implementing the History–Social Science Content Standards and History–Social Science Framework, containing suggestions and illustrative examples of how teachers can implement the instructional program.

National Geographic
Quarter 1

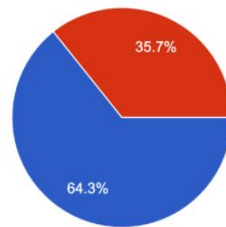


TCI
Quarter 2

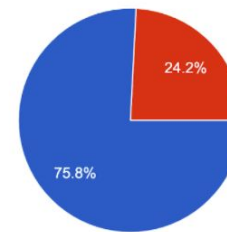


Which of the following statements best describes how you feel about the website?

Quarter 1 - National Geographic - 1,030



Quarter 2 - TCI - 984



- It was easy to navigate.
- It was difficult to navigate.

Adoption Recommendation Committee

- Families with students in pilot classes were notified at the start of the year and given digital access to the materials.
- Teachers, students and parents/guardians were surveyed at the end of each quarter.
- All families with students in pilot classes were invited to apply to be part of the Adoption Recommendation Committee.
- Seven parents, representing 4 of the middle schools, attended the committee meeting on March 1st.
- Four administrators (or their appointed representative) attended the committee meeting on March 1st.
- All middle school, and incoming middle school, families were given access to the digital curriculum

Nominations for a Recommendation:

6th-8th Grade History-Social Studies Piloted Two Curriculums

Q1 - National Geographic

Q2 - TCI (Teachers' Curriculum Institute)

Committee Vote:

- Pilot teachers - 100% voted to recommend TCI as the H-SS curriculum
- Parents - 100% voted to support teacher recommendation
- Administrators - 100% voted to support teacher recommendation
- District C&I - 100% in support of this recommendation

The Committee's Unanimous Recommendation:

- Submit TCI to the VUSD school board as the unanimously recommended MS H-SS curriculum. TCI is more engaging, more appropriate for students of all abilities, and better-aligned to the state standards/framework. Students found the website easier to navigate and teachers found that the introductory activities for each chapter to help students connect the content to their lives/world.
- Purchase not only the digital licenses for English/Spanish access and student workbooks/consumables that accompany those licenses, but also at minimum purchase class sets of hard-copy textbooks for all MS H-SS teachers and a small percentage of hard-copy textbooks for check out at MS libraries for students whose educational needs or home environments limit the access/effectiveness of home digital access.



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Q&A

Thank You



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