

A-G Completion Improvement Grant Plan

| Local Educational Agency (LEA) Name | Total Grant Allocation |
|------------------------------------------------------------------------------------------|------------------------|
| San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools (JCCS) | \$ 235,223.00 |

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.

Specific actions and services include: reading and math interventions; English learner student support; and targeted interventions for low performing students. A-G grant funds will also be used to address the need for professional development in the areas of student engagement and positive behavioral interventions and supports (PBIS) in the classroom. Both the academic and behavior interventions will be addressed through our multi-tiered system of support (MTSS).

We will implement a solid data oversight process by engaging our District Equity Leadership Team (DELT) to identify potential data gaps and concerns at each school site. Ongoing, pre-established checkpoints of data review and reflection will be implemented. This process will assist with the identification and implementation of evidence-based practices. Along with our established data and leadership teams, we will be partnering with Learning and Leadership Services (LLS), who will be monitoring and providing input on areas of growth.

Our robust curricular offerings as well as our supportive MTSS structure, including our in-class and pre/post assessments, will allow us to address the needs of our students most in need of accelerated learning. In addition to our robust formal assessment schedule, we are using teacher-generated assessments for progress monitoring and to accelerate learning for our students who need English language, English development and mathematics support. These assessments (formal and informal) include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status as well as students impacted by homelessness.

Our MTSS structure, with the data from our CDE Daily/Weekly Engagement Document, will work to provide targeted and strategic support to the above-mentioned students. In addition, there is progress monitoring in both academics as well as social emotional learning that can trigger an MTSS intervention process, which seeks to identify students in need of more intensive assistance. Through a review of the engagement document, as well as the online learning platforms, teachers and SAFE staff will be able to identify students in need of more assistance and strategize their involvement. The MTSS structure utilizes data, and most importantly a connected adult to reach out to the student, and ascertain the needs and resources that can be provided to ensure that learning is taking place and the student's needs are met.

Our work in Integrated and Designated ELD in addition to our reading and mathematics interventions will also assist in this effort. In addition, we have continued to offer a plethora of opportunities for students to engage and experience other avenues to achieve their goals of college and career readiness. We have increased the number of and access to online courses, including CTE opportunities. We have also endeavored to provide parents with information to support their child's learning, including both written materials and virtual workshops. We also provide parents with written and verbal information regarding the number of online courses and opportunities for accelerating learning. Finally, we have increased the number of dual-enrollment college courses available. We believe all of these strategies work to provide our students the accelerated learning opportunities necessary for their success.

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.

We will enhance services for unduplicated students through thoughtful and targeted outreach on A-G courses for both our students and families, encouraging the further development of a college going culture. Parents (inclusive of guardians, Court Appointed Special Advocates, and residential facility staff) will be empowered via workshops, Student Led Conferences, and counselor presentations, to support their students to engage in dual enrollment courses, college tours, and post secondary planning opportunities. Regular and ongoing presentations will take place at schools to inform students about upcoming dual enrollment courses. Partnerships with colleges and universities will be expanded to include more college tours with a degree-specific focus.

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.

One student was identified. (Due to implementation of AB 104, other students were provided with Pass/No Pass.)

Students are provided opportunities to retake courses during summer, fall, and spring sessions. Courses may be retaken via classroom assignment, independent work, dual enrollment, or online courseware.

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.

Goal 1 in our LCAP addresses *Excellence in Teaching and Learning*. Goal 4 addresses *Support for All Students*. Specific actions and services include: reading and math interventions; English Learner support; and targeted interventions for low performing students. Tutoring Funds will also be used to address the need for professional development in the areas of student engagement and positive behavior interventions and supports (PBIS) in the classroom. Both the academic and behavior interventions will be addressed through our multi-tiered system of support (MTSS). Specifically we identify our student needs by assessing data, reviewing feedback, prioritizing our process, and determine our strategies for supplementary services.

Plan Expenditures

| Programs and services to increase or improve A-G completion | Planned Expenditures |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Professional development (PD) for teachers, administrators, and counselors to improve A-G completion rate, including Advanced Placement (AP) specific training (Conferences-Training, substitute teacher costs) | \$20,000.00 |
| Developing comprehensive advising plans and other student supports, such as tutoring and course taking and college counseling services (The Movement, etc.) | \$20,000.00 |
| Expanding access to A-G coursework, including course development and review, and incorporating courses into local graduation requirements (PD and substitute teacher costs) | \$10,000.00 |
| Subsidize student test fees, including HiSet, AP test fees, for low-income students, foster youth, and English learners | \$5,000.00 |
| Enhance VAPA pathways (Curriculum) | \$29,053.00 |
| Ethnic Studies (Contracted vendor, professional development/training and resources/text) | \$60,000.00 |
| Enhance CTE pathways (Curriculum) | \$25,000.00 |
| Support Dual Enrollment (Textbooks, Fees, etc.) | \$15,000.00 |
| Provide access to AP Computer Science courses | \$30,920.00 |

| Programs and services to increase or improve A-G completion | Planned Expenditures |
|--------------------------------------------------------------------|-----------------------------|
| Indirect Costs 9.42% | \$20,250.00 |
| Total Funds to implement the programs and services: | \$235,223.00 |