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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Vinh Trinh, Manager, High School Linked Learning Office

Meeting Date   <u>March 9. 2022</u>

Subject   Discussion: Activities and Expenditure Plan - A-G Completion Improvement Grant
Proposal

Ask of the Board   Discussion by the High School Linked Learning Department of the A-G Completion
Improvement Grant proposal to increase or improve services for unduplicated
high school students to improve A–G eligibility, for the period of March 23, 2022
through June 30, 2025, in an amount not to exceed $2,968,153.00.

Background   The A-G Completion Improvement Grant Program of the California Department of
Education is established for the purpose of providing additional support to local
educational agencies to help increase the number of California high school pupils,
particularly unduplicated pupils, who graduate from high school with A-G
eligibility. The grant shall be used for activities that directly support pupil access
to, and successful completion of, the A-G course requirements. Eligible activities
may include: providing teachers, administrators and counselors with professional
development opportunities, developing comprehensive advising plans and pupil
supports, including tutoring programs, to improve A-G completion rate, and
developing courses that incorporate A-G course requirements. The funds are
available for expenditure or encumbrance through the 2025-2026 fiscal year. The
public discussion will be held on March 9, 2022 and the program adoption will be
held on March 23, 2022.

Fiscal Impact   Total amount not to exceed $2,968,153.00.

Attachment(s)   ● Activities and Expenditure Plan, A-G Improvement Grant

OUSD A-G COMPLETION IMPROVEMENT GRANT 2022
ACTIVITIES AND EXPENDITURE PLAN

LEA Name:	Contact Name:	Email Address:	Phone Number:
Oakland Unified School District	Vinh Trinh	vinh.trinh@ousd.org	415-939-2933

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$2,968,153.00	March 9, 2022	March 23, 2022

OVERVIEW

1. **Describe how the A-G Completion Improvement Grant funds will increase or improve services for unduplicated students to improve A–G eligibility:**

As a result of receiving these funds for unduplicated students to improve A-G eligibility, OUSD will:

1. **Invest in professional development to increase the skill and capacity of new and existing staff to:**
   - design curriculum and build classroom communities that allow historically marginalized youth such as black and latino males to thrive academically, emotionally, and interpersonally;
   - examine practice and refine strategies by disaggregating data by ethnicity in order to examine and shift harmful practices;
   - provide equity based master scheduling professional learning so that course offerings meet students needs by providing expanded learning options and learning lab settings for additional academic and social emotional learning support;
   - create safe, unbiased classroom spaces to interrupt institutionally racist systems of oppression;
   - make curricular and instructional shifts to better meet the needs of our students and to provide more rigorous, relevant, joyous and fun learning spaces;
   - support mastery based grading in increasingly systematic and systemic ways;
   - provide differentiated instruction and tutoring;
   - complete transcript reviews and student advising;
   - increase A-G awareness among students and families;
   - partner with community-based organizations to support students and families with A-G awareness and completion;

2. **Increase staffing to allow more opportunities to expand credit recovery options to:**
   - include 9th & 10th graders;

- provide credit recovery opportunities for students receiving F's or D's;
- implement "Boost" programs across high schools to imbed credit recovery options into the school day, year.

3. **Implement mastery-based grading and alternate methods for course completion by:**
   - allowing students to work with teachers in grant-funded roles, so they may demonstrate mastery in content areas and fill learning gaps that exist as a result of a multitude of circumstances

4. **Partner with the Office of Equity and Family Engagement to leverage relationships with students and communities to increase awareness of A-G and post-secondary planning.**

2. Include information about the number of students identified for opportunities to retake courses (i.e., students who received a grade of "D," "F," or "Fail" in an A–G approved course in the spring semester of 2020 or the 2020–21 school year):

<u>Current Students in SY 2021-2022:</u>
Unique students who received at least a D, F and/or NM from spring 2020 through spring 2021:

Grade Level	Unique student numbers
10	1,111
11	1,206
12	1,276

Data: Spring SY 2019-2020, Fall SY 2020-2021, Spring SY 2020-2021

1. **Spring 2019-2020**

Grade Level	# of Letter Grade Given out: NC
9	526
10	757

11	560
12	184

2. Fall 2020-2021

Grade Level	# Letter Grade Given Out: D	# Letter Grade Given Out: F	# Letter Grade Given Out: NM
9	730	538	180
10	788	843	421
11	667	587	623
12	443	208	980

3. Spring 2020-2021

Grade Level	# Letter Grade Given Out: D	# Letter Grade Given Out: F	# Letter Grade Given Out: NM
9	621	702	324
10	691	1020	446
11	680	609	411
12	346	182	153

3. Include information regarding how the services supplement, not supplant, services identified in the LEA's LCAP, In-Person Instruction Plan, and Expanded Learning Opportunities Grant Plan:

The current services provided through the district's LCAP Plan for 2021-2024, In-Person Instruction Plan, and Expanded Learning Opportunities are the following:
- To increase A-G completion rates and college readiness in OUSD:

A. Sustained funding for additional high school teachers for expanded "G" electives;
B. Streamlined high school master schedules and course offerings to eliminate credit-bearing courses that do not fulfill A-G requirements;
C. Expanded Computer Science classes for all students in grades 6-9 and increased rigor of these classes to begin earlier preparation for a wider range of Linked Learning pathways, college majors, and 21st century careers, especially for underrepresented low-income and female students, and students of color;
D. Expanded culturally relevant A-G course offerings through the University of California-approved Khepera courses fulfilling History/Social Studies ("A"), English ("B"), and College Preparatory Electives ("G") college eligibility requirements;
E. Increased student goal-setting for college and career starting in middle school through Promise Centers; and
F. Increased parent engagement in academic activities to understand graduation and college eligibility requirements, financial aid, etc.

● To reverse the current graduation rate decline and to ensure that all students—and especially our highest need students in our focal student groups—are college and career ready, OUSD will sustain and expand the following universal and targeted strategies and investments:
G. Linked Learning Pathways with continued targeted support for Foster and Unhoused students;
H. New approaches to our Academic Credit Recovery Program;
I. Foundational data review across central leadership and schools, including multi-indicator data profiles for all focal student groups;
J. Inclusive practices for Students with Disabilities;
K. Future Centers to support students who are first-generation to go to college;
L. Elimination of credit-bearing high school courses that are not A-G eligible;
M. Continued implementation of the Manhood Development Program and other targeted initiatives of the Office of Equity;
N. Additional culturally relevant A-G courses in A (History/Social Science), B (English), and G (college-preparatory electives); and
O. Newcomer programs and wraparound support for unaccompanied immigrant students and refugee/asylee students, including an alternative education program for those who have dropped out or are at-risk of doing so.
P. Continue to track our cohort graduation and dropout rates, our A-G completion rates, our pathway participation rates, and the state College/Career Readiness indicator for all students and for our focal student groups to determine whether our strategies to course correct and resume growth of our graduation rate are effective. We are also monitoring the impact of the COVID-19 pandemic on the progress of our high school students as they move towards graduation to ensure that students remain on track to graduate despite the disruption in-person instruction.

● To specifically address credit recovery we are providing:

Q. Additional staffing to provide consistent data monitoring and early identification of off track students to support mitigation of learning loss and providing academic recovery options for 9th & 10th graders. Other staffing includes: site Counselor to support academic and college readiness advising; Master Schedule Specialist to support in equitable scheduling design; extended contracts and additional positions for teachers to provide instruction in credit recovery courses offered during school hours

R. Innovation grants to high school sites to design, implement and refine consistent credit recovery options to meet the unique needs of their school populations.

S. Outreach consultant to conduct home visits, etc to work with students & families to support with school re-engagement, increasing attendance rates and access to resources

- With this A-G Improvement grant, we will deepen and build upon some of our existing strategies, as indicated in items A-O above, to include more activities to improve our A-G graduation rate and to continue with our current investment. We have laid out our 4 main components to increase or improve services for unduplicated students to improve A–G eligibility:
    1. Invest in professional development to increase the skill and capacity of new and existing staff
    2. Increase staffing to allow more opportunities to expand credit recovery options
    3. Implement mastery-based grading and alternate methods for course completion
    4. Partner with the Office of Equity and Family Engagement to leverage relationships with students and communities to increase awareness of A-G and post-secondary planning
- Within each of the 4 major new buckets, we've identified some new key strategies that we will implement with this A-G Completion Grant to go deeper in our work and expand our services to include more professional development and training of our current and new staffing. With the extra money, we believe we can improve in what we are currently doing, specifically items:
    ○ B, E, F, H, I, J, L, M, N, P, Q, R, S

4. Include a description of the extent to which all students within the LEA, and particularly unduplicated students, will have access to A–G courses approved by the University of California:

1. With this A-G Improvement grant, we would like to deepen our current work and also expand our work so that unduplicated students will have access to A-G courses approved by the University of California:
    ○ Supporting school leaders to track and monitor student support services and to identify and remediate gaps where students are not being served
    ○ Strategically develop and implement a site plan whereby student caseloads are assigned by-pathway to ensure all students are served by a particular school counselor and/or college access partners

- ○ Develop systems and advising plan to ensure all students are properly counseled during transcript audits and choose the right A-G approved courses for the following year
  - ○ Review and revise course offerings on the master schedule to align to all courses in UC CMP
  - ○ Continued investment in our block scheduling
  - ○ Students will have an opportunity to understand and know how to read and influence their high school and post-secondary plan as a result
  - ○ Site leaders and school counselors will ensure that the courses in pathways and/or academies (introductory, concentrator, and capstone) are also A-G approved in the UC CMP Portal

5. If your plan addresses additional credit recovery needs, provide a description:

Credit Recovery is a fundamental strategy to increase A-G completion. Thus, it is critical that:

- High School Linked Learning Office (HSLLO) provides timely school-based credit recovery and prevention along with a comprehensive central credit recovery model that provides equitable access to all schools regardless of size or resources.
- HSLLO's Central Academic Recovery (CAR) Team coordinates and implements site based credit recovery classes in high schools Fall & Spring Semester during and after school, Saturdays, etc. The team will target those high schools with lowest a-g completion rates, graduation rates & highest numbers of students off track for graduation
- CAR Team coordinates and implements 9th & 10th grade Summer credit recovery (Summer HAcK - Healing & Academics for Kids) to identify struggling students earlier and respond with appropriate interventions, a-g course credit recovery, and embedded work based learning opportunities.
- HSLLO and CAR Team fund and support teachers on extended contracts to facilitate credit recovery classes as part of the school day Fall, Spring Semesters. HSLLO and CAR team will support credit recovery teachers with observation, coaching & feedback, culture building, SEL/trauma informed practices in the classroom, management, family outreach, attendance interventions, etc.
- HSLLO and CAR Team coach and fund leadership/ leadership teams at high school sites to design and implement innovative approaches to credit recovery with a focus on early intervention (ie: providing teacher led professional development around standards based, anti-racist grading; preventing failure in the first place by providing consistent after school tutorial; utilizing a mastery based grading approach to provide opportunities for students in need to receive a "Grade Boost" after completing essential assignments with the support of their content area teacher.) School sites will function as experts in determining the appropriate interventions their students need, and students will perform better when learning from adults they know and trust.

ACTIVITIES

A-G Access Grants and A-G Success Grants ($2,120,800.00)
Activities that directly support student access to/completion of A–G course requirements. Eligible activities may include, but are not limited to:

- Providing teachers, administrators, and counselors with professional development opportunities to improve the LEA's A–G completion rate
- Developing comprehensive advising plans and student supports, including tutoring programs, to improve the LEA's A–G completion rate.
- Expanding access to coursework or other opportunities to satisfy A–G course requirements to all students (course development, course review, incorporating A–G course requirements into the LEA's graduation requirements, and new or expanded partnerships with other secondary or postsecondary educational institutions). This examination of coursework requires an in-depth look at master schedules, the mechanism for organizing the sequence and course offerings to our students.
- Advanced Placement and International Baccalaureate fees for unduplicated students

5. Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Invest in professional development to increase the skill and capacity of new and existing staff	$0	$40,000.00	$80,000.00	$82,400.00	$84,958.00	$287,358.00
Increase staffing to allow more opportunities to expand credit recovery options	$0	$0	$512,940.00	$528,328.20	$544,178.05	$1,585,446.25
Implement mastery-based grading and alternate methods for course completion	$0	$0	$60,000.00	$61,800.00	$63,654.00	$185,454.00
Partner with the Office of Equity and Family Engagement to leverage relationships with students and communities to increase awareness of A-G and post-secondary planning	$11,780.00	$12,133.40	$12,497.40	$12,872.32	$13,258.49	$62,541.62
Subtotal for this section ($2,120,800.00)	**$11,780.00**	**$52,133.40**	**$665,437.40**	**$685,400.52**	**$706,048.54**	**$2,120,799.87**

A-G **Learning Loss Mitigation** Grants (**$847,353.00**)
Allow students who received a grade of "D," "F," or "Fail" in an A–G approved course in the spring semester of 2020 or the 2020–21 school year to retake those

A–G courses. If sufficient funds are available after implementing the above requirement, the LEA may also use grant funds to offer credit recovery opportunities to *all students* to ensure students are able to graduate high school on time.

6. Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Summer HAcK Partnerships w/ CBOs	$0	$50,000.00	$51, 500.00	$53,045.00	$54,805.35	$209,350.35
Summer HAck Transportation	$0	$10,000.00	$10,300.00	$10,609.00	$10,927.00	$41,836.27
Site Based Credit Recovery	$0	$142,500.00	$146,775.00	$151,178.25	$155,713.60	$596,166.85
Subtotal for this section ($847,353.00)	$	$202,500.00	$208,575.00	$214,832.25	$221,446.22	$847,353.47

Total planned expenditures by the LEA:
$2,968,153.00

MEASUREMENT

Include metrics for each planned activity.

7. Metrics	Baseline 2021-22	Outcome 2022-23	Outcome 2023-24	Outcome 2024-25	Outcome 2025-26	Cumulative Change
Metrics for Invest in professional development to increase the skill and capacity of new and existing staff (Number of teachers participating in PD sessions)	0	20	30	50	80	400%

Metrics for : Increase staffing to allow more opportunities to expand credit recovery options (Number of Students Enrolled in Summer '21 AR and School-Year APEX)	1,714	1,748	1,783	1,650	1,576	-8%
Metrics for: Implement mastery-based grading and alternate methods for course completion (Number of teachers participating in PD sessions)	10	50	100	150	200	2,000%
Metrics for: Partner with the Office of Equity and Family Engagement to leverage relationships with students and communities to increase awareness of A-G and post-secondary planning (number of families who participate in engagement events)	20	30	50	80	120	600%
Metrics for: Summer HAcK Partnerships w/ CBOs (contracts with CBO's)	2	4	6	8	10	500%
Metrics for: Site Based Credit Recovery (schools participating)	2	4	6	8	10	500%
A-G Readiness, Cohort Graduation Rate (annual increase by 2%)	41.7%	43.7%	45.7%	47.7%	49.7%	8%