

# A-G Completion Improvement Grant Plan

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
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| Acces Grant Allocation: \$2,171,355 | Learning Loss Mitigation: \$814,032  | Total Allocation: \$2,985,387   |

## 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 additional A-G Completion Improvement Grant funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility through activities including:

**Progress monitoring and mentoring with immediate intervention:** The progress of students, including foster youth, low-income and English learners, will be monitored to identify students who are in danger of not earning a “C” or better in their A-G courses. Identified students will receive targeted support via tutoring provided during the school day and outside of the school day. Mentors will provide support to foster youth, low-income students and English learners, especially students who are identified as being in danger of not earning a “C” or better in an A-G course, via individual and small group meetings. Mentors will guide students in understanding the A-G requirements and monitoring their A-G completion progress. They will also work with students to determine the reason for the current grade in the classroom and identify options for improving the grade.

**Access to On-Demand Tutoring:** Students will have access to tutoring, including primary language support to English Learners, whenever they have questions, whether they decide to contact a tutor during lunch, after school or over the weekend. Virtual tutoring will be available to students through Tutor.com.

**Advisement and Support on meeting A-G Requirements:** Staff will continue to provide Transcript Evaluation Services to 11th grade students, however, students in 9th and 10th grade will also receive information, support and guidance on meeting graduation requirements, but also completing A-G requirements. Services will be provided through College and Career Coordinators, educational partners, and Career Guidance Technicians.

**Parent workshops:** Parent workshops will be provided to increase parent awareness of A-G requirements, emphasize the importance of completing A-G courses, and provide parents with information about college readiness, and enrollment options.

**Field trips to colleges/universities:** In an effort to increase student exposure to the college and university environment, the LEA will increase the number of field trips available to students at each of the high schools. The field trips will be included as a highly recommended activity in the students' A-G Plan.

**Professional Development for teachers, administrators, and counselors:** Teachers, administrators, and counselors will be provided with training on topics that include understanding the College and Career Readiness indicator on the CA Dashboard, disaggregating and interpreting A-G data, and reviewing transcripts. Additional professional development will be provided to staff that promotes a shift in mindsets about A-G completion and promotes high expectations for all students, particularly foster youth, low-income students and English learners.

**Expanded course offerings in summer school and OPL programs:** Currently, course offerings for the summer school and Online and Personalized Learning (OPL) programs are available for credit recovery for students who earned a grade of "F". The course offerings available in the summer school and OPL programs will be expanded to allow any student who earned a grade lower than a "C" to retake the course to improve their grade. Expanded course offerings will also include Language(s) Other Than English courses, providing students with the option of completing this A-G requirement.

**Enrichment activities & Incentives:** Provide enrichment activities and incentives focused on acknowledging and recognizing all students who are on track to completing the A-G requirements.

**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.**

Currently, all students at the comprehensive high schools, including foster youth, low-income students and English learners, have access to A-G courses approved by the University of California. Site administration ensures these courses are offered at different times during the day to ensure students have options to take these courses. Counselors meet with students to register them for these courses on an annual basis, after a review of their current transcript. Beginning Fall 2022, all students, including those at the alternative high school, will have access to A-G courses approved by the University of California. These courses will be available throughout different times during the day. The same course will also be available multiple times throughout the day to ensure students have access to them.

**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 2020-2021 school year and a description of the method used to offer the opportunity to retake those courses.**

A total of 3,818 (46.50%) of the 8,210 EMUHSD students who were enrolled in the 2020-2021 school year earned a “D” or “F” in one or more A-G classes during the Fall and/or Spring semester. Of these 3,818 students earning a “D” or “F” in at least one A-G course, 1,048 students (27.45%) were 9th graders, 922 students (24.15%) were 10th graders, 840 students (22.00%) were 11th graders and 1,008 students (26.40%) were 12th graders.

The data also indicates that 51.60% of students receiving a “D” or “F” were in the 9th and 10th grade. A comparison of the number of students receiving a “D” or “F” in each grade level to the total number of students enrolled in each grade level indicates that 51.83% of 9th graders, 46.71% of 10th graders, 40.92% of 11th graders, and 46.65% of 12th graders received a “D” or “F” during the 2020-2021 school year. This data highlights the need to provide immediate support during the first year of high school and continued support through each grade level to increase the number of students completing A-G courses with a “C” or better.

Past practice has primarily allowed 12th grade students who received an “F” the opportunity to retake the class through the OPL program. The added funds from this grant will allow students, including 9th-11th graders who received a grade of “D” or “F” in A-G approved courses in the 2020-2021 school year, to access the OPL program so they can retake the course(s) to earn a higher grade as soon as they wish to do so. All students, including foster youth, low-income students, and English Learners, will now have access to additional opportunities to satisfy A-G course requirements and meet graduation requirements. These opportunities will be provided during the school year through the OPL program and through the summer school program.

The distribution of the 3,818 students receiving a “D” or “F” in at least one A-G course by ethnicity indicates there are 3,423 Hispanic students (89.65%), 319 Asian students (8.36%), 34 White students (0.89%), and 42 Other Ethnicity students (1.10%). However, the distribution of the total student enrollment by ethnicity is 78.20% Hispanic, 19.63% Asian, 0.96% White, and 1.21% Other Ethnicity. This highlights an achievement gap between the Hispanic ethnicity and the other district ethnicity groups.

A comparison of the number of students receiving a “D” or “F” in each ethnicity to the total number of students enrolled in each ethnicity indicates that 53.32% of Hispanic students, 19.79% of Asian students, 43.04% of White students, and 42.42% Other Ethnicity students received a “D” or “F” during the 2020-2021 school year. This data shows a disproportionate number of students in the Hispanic, White and Other Ethnicity groups receiving a “D” or “F” as compared to the Asian group.

The distribution of the 3,818 students receiving a “D” or “F” in at least one A-G course by subgroup indicates there are 953 English learner (EL) students (24.96%), 180 Foster Youth/Homeless students (4.71%), 2,513 Socio-Economically Disadvantaged (SED) students (65.82%), and 172 students not in these subgroups (4.50%). The distribution of the total student enrollment by subgroup is 19.15% ELs, 4.08% Foster Youth/Homeless students, 69.27% SED students, and 7.50% students not in these subgroups. This data indicates that the distribution of students receiving a “D” or “F” approximates the distribution of students in the total enrollment.

However, a comparison of the number of students receiving a “D” or “F” in each subgroup to the total number of students enrolled in each subgroup indicates that 60.62% of English learner students, 53.75% of Foster Youth/Homeless students, 44.19% of SED students, and 27.92% students not in these subgroups received a “D” or “F” during the 2020-2021 school year.

This data indicates that all subgroups, especially the English learner students, need academic support to ensure success in completing A-G requirements.

### **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 services and planned expenditures supplement the services already included in different District and school plans by enhancing and expanding services already available to students.

**Progress monitoring and mentoring with immediate intervention:** Current progress monitoring activities will be supplemented by adding a focus that goes beyond high school graduation and emphasizes the completion of A-G requirements.

**Access to On-Demand Tutoring:** Students currently have access to tutoring in person, after school. These funds will allow students to have access to tutoring virtually, whenever they have questions, whether they decide to contact a tutor during lunch, after school or over the weekend. Virtual tutoring will be available to students through Tutor.com.

**Advisement and Support on meeting A-G Requirements:** Currently, each comprehensive high school has one Career Guidance Technician to support students. Some students at various schools receive additional support through educational partners. These funds will allow an increase in the number of Career Center Technicians at schools where additional support is needed.

**Parent workshops:** Parent workshops are currently offered on a variety of topics based on parent interest surveys. This plan will supplement those workshops with a workshop series on reviewing the A-G requirements and the student 4-year plan for completing them, understanding the importance of A-G and education as a social determinant of health (<https://health.gov/healthypeople/objectives-and-data/social-determinants-health>), and experiencing the college/university environment with a visit to a campus. Virtual workshops will be an option depending on the safety protocols in place at the time.

**Field trips to colleges/universities:** Currently, College/University field trips are targeted for students in the AVID program or in the 10th grade. These funds will allow for more students to participate in these field trips.

**Professional Development (PD):** PD activities in this plan will provide teachers, counselors, and administrators with additional training to address various topics related to A-G curriculum paths in an effort to shift mindsets about A-G completion and support the increase in the number of students completing the A-G requirements.

**Expanded course offerings in summer school and OPL programs:** Summer and OPL courses are currently offered to 12th grade students for credit recovery. This plan will supplement those programs by offering additional courses for students who earned credit with a “D” and need to improve their grade to a “C” or better. These funds will also provide additional course offerings to expand the number of elective courses based on student interest.

**Enrichment activities & Incentives:** The LCAP provides for funding for incentives, primarily for 12th graders who are making a commitment to post-secondary education. This plan would supplement those activities by providing enrichment activities and incentives focused on acknowledging and recognizing all students who are on track to completing the A-G requirements.

## Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use A-G Completion Improvement Grant funds to increase or improve services for unduplicated pupils to improve A-G eligibility

| Service   | Planned Expenditures                        | Estimated Expenditures |
|---|---|------------------------|
| Progress monitoring and mentoring with immediate intervention         | Hourly staff                                | \$ 240,000             |
| Access to On-demand Tutoring  | Contract                                    | \$ 810,000             |
| Advisement and support on meeting A-G requirements                    | Hourly staff                                | \$ 740,000             |
| Parent workshops  | Hourly staff<br>Materials & Supplies        | \$ 200,000             |
| Field trips to colleges/universities                                  | Hourly staff<br>Materials & supplies        | \$ 60,000              |
| Professional Development for teachers, administrators, and counselors | Hourly Staff/Subs<br>Materials and supplies | \$ 120,000             |
| Expanded course offerings in summer school and OPL programs           | Teachers<br>Materials & supplies            | \$ 720,387             |
| Enrichment activities and Incentives                                  | Materials & supplies                        | \$ 95,000              |