

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Sacramento County Office of Education (SCOE)	\$ 206,737

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 Completion Improvement Grant funds will be used to provide SCOE teachers, administrators and counselors with professional development opportunities designed to increase SCOE students' access to, and success in, A-G completion. SCOE will use these funds for staff time to expand and enhance partnerships with post-secondary partners. The funds will be used for staff to develop comprehensive and individualized advising plans. SCOE will engage with community-based organizations and educational partners, including students, in the development of this plan. As a part of this plan, community-based organizations will be engaged to support students with services such as mentoring services designed to increase student A-G success rates, individual and group career counseling, and tutoring. In addition, these funds will be used to provide time for teachers and administrators to modify and increase A-G course offerings including course development and review.

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.

The SCOE serves students through a variety of specialized schools and programs including students at the youth detention facility. Because many of our students are often transitional, low income, disadvantaged, underserved, English learners, or credit deficient, our strategies for increasing access are based on multidimensional, collaborative, and equitable practices for all students.

The goal is that 100% of students enrolled in the court or community school programs for 30 days or more will have access to one or more A-G approved courses. Strategies to achieve this include:

- Providing A-G course access through online options whereby:
 - Students can continue to work on the same online A-G courses after arriving at SCOE or after transitioning back to their home district campus.
 - Students can complete these courses in a self-paced mode that works with their circumstances.
 - Students can select from among a large suite of approved courses that are of specific interest to them or advance other goals.
 - Students can access A-G approved English language development courses
- Providing language support for English learners and accommodation for students with IEPs or 504 Plans for all A-G courses.
- Utilizing the statewide Foster Focus database to support access to tutoring services, transcript evaluation and additional support services.
- Providing mentoring services through community organizations connected with underserved and at-risk youth to encourage students to challenge themselves with the more rigorous A-G course options.

- Offering career mentoring/workforce exploration opportunities to help students dream big and invest in their future educational opportunities.
- Providing tutoring to help students meet A-G course prerequisites and complete A-G courses.
- Providing professional development to staff on transcript analysis and academic planning to aid in the seamless transition of A-G coursework across institutions.
- Coordinate with post-secondary education partners to connect foster, disadvantaged, and underserved youth to resources and opportunities (e.g., NextUp – Community College program for foster youth; Educational Opportunities Program at California State Universities and UC Campuses; Project Rebound at California State Universities for formerly incarcerated 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.

0 (zero) students were identified for opportunities to retake A-G approved courses.

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 A-G Completion Improvement Grant Plan aligns with the LCAP goals for our LEA by expanding actions and services as follows:

Goal 1 – Student Success

Actions in Goal 1 are designed to provide a clear pathway for students to finish their high school education and successfully transition to post-secondary training and employment or career. Increasing A-G opportunities, especially in the Career Technical Education pathways, contributes to our students' successful transition.

The actions in the A-G Completion Improvement Grant plan will support the following LCAP student success measures by providing for the development of A-G approved courses; implementing supports to help students successfully complete A-G courses (4B); and providing higher level ELD courses and supports for our English learners and thereby fostering language development (4E) and fluency (4F).

4B. Percent of eligible (enrolled for 90 days) students passing at least one a-g course with a C or better

4E. Percent of ELs enrolled 90 cumulative days who progress at least one level on the ELPAC as compared to the previous year

4F. Reclassification Rate Indicator: percent of ELs who meet fluent English proficient criteria

Goal 2 – Partnerships

Actions in Goal 2 are designed to increase student engagement by recognizing each student for their unique qualities, improving connectedness and positive school climate. Community-based partners are integral to successful implementation of this goal. The A-G Completion Improvement Grant further defines the role of community-based partners to focus on post-secondary options when working with SCOE students.

The actions in the plan will support the following LCAP partnership measures that reflect improved student engagement by increasing enrollment in AP courses (4D); providing additional courses and completion options (5E, 9, and 10); providing mentoring and counseling (6C and 8); and enhancing the transfer of coursework when students transition in and out of our schools (9 and 10).

4D. Percent of high school students (enrolled at least 45 days) enrolled in a CTE and UC a-g course

5E. Percent of graduates as calculated by the DASS Grade 12 graduation rate

6C. Percent of students responding positively to one or more statements measuring connectedness and engagement

8. Percent of students who participate in programs provided by CBOs

9. Percent of students who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school

10. Percent of foster youth who exit a SCOE school with a successful transition, such as passing a high school equivalency test, earning a high school diploma, or re-enrolling at another traditional or alternative school

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Professional development and staff time to increase access to, and completion of A-G courses at all SCOE schools	\$ 166,737
Community-based organizations to support A-G completion rate	\$40,000