

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Redlands Unified School District	\$1,773,485

### 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

Redlands Unified School District (RUSD) continues to be committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world as they become leaders of the 21st century. This commitment is to all students including homeless and foster youth, low-income students, and English Learners; where each student realizes his/her potential, develops respect and tolerance for self and others, and becomes a productive member of our global society. RUSD strives to provide a rigorous 21st century education in which all students have the opportunity to develop the academic and life skills that continue to build their capacity for academic and personal success, as well as engage in real-world activities with community and post-secondary education partners supporting pathways that prepare them for successful completion of A-G coursework and post-secondary college and career success. All high school students have access to A-G courses including Advanced Placement (AP) and Dual Enrollment (DE) opportunities, with ongoing teacher support as well as opportunities for career technical education (CTE) pathway exploration, work experience, and/or collegiate learning.

To support efforts towards improved or increased services, RUSD will be providing targeted professional development for administrators, counselors, and teachers in the following areas:

- Understanding equity-based grading practices and the "role of D" in A-G completion
- Understanding how to effectively implement co-teaching for inclusive participation in A-G courses for students with disabilities and multilingual learners
- Understanding why A-G course completion is important for students, regardless of their post secondary goals
- Interpreting, disaggregating and analyzing A-G data by student groups to identify successes and areas for improvement
- Developing and implementing comprehensive four-year advising plans, analyzing transcripts, and shifting mindsets to support A-G completion increase
- Identifying and modifying structures and systems that may be inhibiting A-G completion rates, including the reduction/elimination of non-A-G coursework as well as the further development of new A-G course offerings

In addition, staff will participate in professional development that promotes access to and successful completion of A-G courses including depth of understanding of A-G requirements, assessment of and for learning, continuous vertical articulation to promote TK-12 pathways towards the successful completion of A-G coursework, and empowering students as critical thinkers and life-long learners. Additional efforts will include ongoing parent/guardian education and advisory in A-G requirements, coursework and program advisement, as well as student planning using the CCGI platform, application and financial supports for post-secondary access for all.

Real time grade recovery opportunities will also be provided through the use of language and math labs (foreign language and math are identified content areas of need for increased student success as a result of a lack of C- or better grades), expanded tutoring and direct teacher support

services. ASL and Dual Enrollment Foreign Language course offerings will be expanded to offer additional alternatives to earn A-G foreign language credit. Alternative options for grade recovery will be explored and implemented, to address student success through a variety of formats rather than repeating courses. RUSD will provide inclusion classes for multilingual learners and students with disabilities to ensure full access to A-G courses with training for high level delivery through co-teaching practices.

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.

Through evidence-based professional development, such as those provided by outside consultants like Hatching Results, College Board, and Solution Tree, as well as other professional learning resources; teachers, counselors, and administrators will build their expertise to analyze progress monitoring, benchmark, and other assessment data, refine instructional support strategies, and empower parents/guardians as partners in improving eligibility and successful completion of A-G courses for homeless and foster youth, low-income students, and English Learners. This will assist in closing the achievement gap and supporting learners towards successful post-secondary opportunities. Targeted strategies specifically focused on unduplicated students such as inclusion, real time grade recovery, tutoring services, expanded Dual Enrollment and A-G course credit recovery will ensure not only expanded access but true student success in A-G coursework.

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.

Number of Students: 3403

All RUSD students have had the opportunity to participate in credit and grade recovery opportunities since June 2020 through online programs (Edgenuity/Acellus) and in-person instruction during zero and seventh period extended day classes, as well as 28 days of summer school. Some RUSD high schools also offer a class during the school day to increase credit and grade recovery opportunities.

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.

RUSD addresses A-G course completion progress through the LCAP by funding all costs associated with AP, SAT and PSAT, as well as Dual Enrollment, Grade/Credit Recovery and all Computer Science courses including AP CSA and AP CSP. The RUSD LCAP also focuses specifically on district wide AVID programs at all secondary sites, and seven elementary sites. AVID is a well established academic program with supports to accelerate the college going opportunities for underserved and unduplicated students. With the community support and expectations from the LCAP Advisory Committee, pre-AP courses and expanded Dual Enrollment opportunities will likely be absorbed in the LCAP once grant funding is exhausted.

The RUSD A-G Completion and Improvement Grant will provide supplementary services and strategies including staff training on pre-A-G supports, use of data for homeless and foster youth, low-income students, and English Learners, research based practices for empowering parents/guardians, assessment for learning and alignment of TK-12 pathways towards A-G completion. All students will have access to A-G preparation coursework and grade-level experiential learning that aligns with the TK-12 pathway towards post-secondary education.

## Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Teacher/Counselor Professional Development for Equity Based Grading, Co-teaching, A-G for All	\$500,000
Support Personnel costs for A-G course audit and development, real time grade recovery and inclusion, expansion of onsite Dual Enrollment courses, ongoing transcript and four-year plan analysis	\$1,073,485
Pre-AP and other A-G course program costs	\$200,000
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