

# **A-G Loss Mitigation Grant & A-G Access Grant Plan**



**Jurupa Unified School District  
March 2022**

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## **Purpose and Legislative Requirements**

As part of CA Education Code 41590, the A-G Completion Improvement Grant Program was established to provide additional supports 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. A-G eligibility refers to the successful completion of 15 year long courses required for minimum academic eligibility for UC or CSU admission as a freshman. Jurupa Unified School District will receive two levels of grant funding from the legislation:

- **A-G Learning Loss Mitigation Grant**

This grant supports opportunities for students who earned a “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. The overall goal of this funding is to support students to successfully repeat or validate previously attempted A-G coursework.

- **A-G Access Grant**

This grant, awarded to LEAs with less than a 65% A-G completion rate, shall be used for activities that directly support pupil access to, and successful completion of, the A–G course requirements. The overall goal of this funding is to increase student access to and success in completing A-G coursework with the goal of increasing the number of JUSD students who graduate having met A-G eligibility.

These funds are available for expenditure or encumbrance through the 2025–26 fiscal year and can only be used to supplement, not supplant expenditures from other funding sources. *A local educational agency may also use grant funds to offer credit recovery opportunities to all pupils to ensure pupils are able to graduate high school on time if sufficient funds are available after implementing actions to address A-G attainment.* The district shall report to the State Superintendent on or before December 31, 2023, on how it is measuring the impact of the funds received on its A–G completion rate, as identified within their plan, and the outcomes based on those measurements. The district shall report to the State Superintendent on or before August 31, 2026, on final outcomes that measure the impact of the funds received on its A–G completion rate.

The legislation for A-G Completion Grants requires the district plan to be reviewed at one Board meeting prior to April 1, 2022 and then adopted by the Board at a following meeting.

This plan was collaboratively developed by district and secondary site leadership and input from secondary counselors.

### **JUSD A-G and Credit Attainment**

The district saw a decrease in A-G attainment for the Classes of 2020 and 2021 and are seeing negative trends for A-G attainment for the Classes of 2022, 2023 and 2024. We believe these decreases can be directly attributed to the challenges and hardships students have experienced during the pandemic. Additionally, the district's A-G attainment falls below the county and state rates of attainment. The district's historical A-G completion data for all students is as follows:

Class of	JUSD A-G Attainment (% of graduates who completed A- G requirements)	Riverside County A-G Attainment (% of graduates who completed A- G requirements)	California A-G Attainment (% of graduates who completed A- G requirements)
2017	36.0%	47.4%	49.5%
2018	38.3%	47.7%	49.9%
2019	39.9%	50.4%	50.5%
2020	38.3%	50.9%	50.9%
2021	35.0%	50.0%	52.1%

\*four-year cohort data, DataQuest

Historical data also shows that many of our student subgroups underperform their peers in terms of A-G attainment:

Class of	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
2017	15.1%	5.3%	10.0%	20.9%
2018	16.4%	5.3%	11.1%	26.5%
2019	15.6%	10.6%	25.0%	28.9%
2020	12.9%	10.5	0%	25.0%
2021	8.1%	1.9%	13.3%	22.6%

\*DataQuest

<https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=3367090&aggllevel=District&year=2016-17&initrow=&ro=y&ro=y>

**Graduation Rate in JUSD**

Class of	JUSD On Track To Graduate Q3	JUSD Graduation Rate *	Riverside County Graduation Rate *	California Graduation Rate *
2017		90.4%	88.0%	82.7%
2018		90.7%	89.9%	83.0%
2019		90.1%	90.9%	88.1%
2020		91.5%	90.9%	87.5%
2021		86.3%	90.4%	87.7%
2022	67.1%**			
2023	52.3%			
2024	51.0%			

\*4 year adjusted cohort graduation rate, DataQuest

\*\*not considering students who will be allowed to graduate using State minimum graduation requirements

Historical graduation rate data for student subgroups, along with projected on-track to graduate data shows the following:

Class of	English Learners	Students with Disabilities	Foster Youth	Homeless Youth
2017*	83.9%	82.0%	64.5%	81.0%
2018*	81.9%	73.9%	69.2%	82.2%
2019*	81.7%	78.9%	66.7%	76.9%
2020*	82.0%	81.0%	76.0%	77.9%
2021*	71.3%	77.4%	68.2%	76.5%
2022, on track (not using state minimum requirements)**	44.8%	56.8%	50.0%	100%
2023, on track**	27.3%	42.4%	25.0%	16.7%
2024, on track**	30.2%	47.3%	22.2%	33.3%

\*Data from four year adjusted cohort graduation rate data, Data Quest

\*\*Data from the start of S1 of the 2021-2022 school year, QGIS

## Planned Activities

### Identification and Monitoring of Target Students

High School counselors and administrators manually capture A-G progress/completion in the district's student information system (QGIS). Administrators and counselors review this data each semester and use this data to inform guidance services and other support services at the high school. The district will continue this practice to monitor A-G progress **each semester** for the duration of the grant. As part of this review administrators and counselors will identify, by counselor and Special Education Case Carrier, those students who:

- Earned a D or F in an A-G course in the past semester
- Students who are at risk to not be on track for A-G completion
- Are off track to meet A-G requirements

Each high school will notify the parents/guardians of these students of their A-G status. Counselors will meet with these students to reinforce the benefits of A-G attainment, share support systems available at the school such as tutoring, and to develop an A-G improvement plan. Counselors will identify coursework to be addressed using the actions identified below. Counselors will monitor student progress report data at each grading period. Counselors will be mindful of the unique needs of our student subgroups and will work to develop a plan that is responsive to these needs.

\_\_\_\_\_High School counselors and administrators receive reports each semester that track students credit attainment. Administrators and counselors review this data each semester and use this data to inform guidance services and other support services at the high school. The district will continue this practice to monitor credit attainment **each semester** for the duration of the grant. As part of this review administrators and counselors will identify, by counselor and Special Education Case Carrier, those students who:

- Are off track to graduate
- Are at risk to be off track to graduate

As they do with students who struggle to maintain A-G eligibility, the school will notify parents/guardians each semester if their child is off track to graduate. Counselors will meet with these students to reinforce the benefits of graduation, share support systems available at the school such as tutoring, and to develop a credit attainment improvement plan. Counselors will identify coursework to be addressed choosing from the actions identified below. Counselors will monitor student progress report data at each grading period. Counselors will be mindful of the unique needs of our student subgroups and will work to develop a plan that is responsive to these needs.

In addition to these efforts, sites will raise awareness of the importance of A-G and credit attainment through website information and inclusion in parent meetings such as PTA, School Site Council, ELAC, Coffee with the Counselors/Principal and PIQE.

### Actions/ Services to Occur Within the Regular School Day

- Communication, outreach and advisement efforts with students and parents/guardians as outlined above
- Expanding A-G credit bearing courses in middle school. These courses may include Language Other than English ("E" requirement) and CTE courses. Students who earn a grade of C or better for the year will have these courses posted on their high school transcript.
- Expand A-G and credit acceleration during the school day (self-paced online courses, alternate scheduling)
- Expand dual enrollment (college courses) offerings and support to include:

- UC and CSU transferable courses that meet A-G requirements
- A-G bearing CTE courses
- English as a Second Language
- Working with Disability Resource Center to provide approved supports to dual enrollment students with disabilities
- Guardian Scholars Program services for Foster Youth
- Review and submit additional JUSD courses for A-G eligibility
- Academic support classes for general education and EL students to provide additional supports for students to earn A-G and graduation credits without the need for validation or repetition
- Offer Work Experience Education at all high schools. This program allows working students to earn up to 10 credits per semester for one class.

#### Actions/ Services to Occur Beyond the Regular School Day

- Communication, outreach and advisement efforts with students and parents/guardians as outlined above
- Add course offerings beyond the school day (before/after school)
- Open satellite Nueva Vista High School courses before or after school at the comprehensive sites for students needing to repeat courses. These courses will follow the quarter system schedule used at NVHS.
- Offer additional ELO courses in multiple formats and schedules to allow students to complete additional credits each semester

#### Actions/ Services to Occur Beyond the Regular School Year

- Offer expanded summer school A-G courses to support validation, repetition of failed courses and acceleration of A-G attainment
- Work with RCCD to bring dual enrollment (college) classes to JUSD in the summer
- Explore use of Saturday School program to provide support to students in A-G courses, including Advanced Placement and dual enrollment coursework
- Develop transition support/Bridge programs in summer school for incoming freshmen and/or incoming seniors
- Work with Case Carriers and Counselors to encourage A-G coursework as part of the Extended School Year as documented on a student's IEP
- Explore summer school offerings and support to strengthen language proficiency for EL students, including Long Term English Learners (LTEL)

#### Professional Development to Build Staff Capacity

- District and site leadership will review existing professional development plans/offerings to identify additional needs to support A-G attainment for general education and our subgroup populations. These needs may include, but are not limited to AP teacher training during the school year, Case Carrier awareness of A-G courses and benefits, support for teachers/counselors/paraprofessionals working with students in EL, SPED and Foster Youth programs.

## Budget

Jurupa Unified School District will receive \$1,813,960.00 from the two A-G Completion Grant funds. The following budget is proposed to support the actions outlined in this plan.

Budget Category	Budget Allocation	Notes
1000 - certificated salaries	\$1,142,795.00	63%
2000- classified salaries		
3000- employee benefits	\$489,769.00	27%
4000 - materials and supplies	\$11,065.00	0.61%
5000- conferences, professional development, contracted services	\$103,396.00	5.7%
6000- capital outlay	N/A	N/A
7000 (3.69%) - indirect costs	\$66,935.00	3.69%