

## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Chico Unified School District	\$635,528

### 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

Chico Unified School District (CUSD) will use A-G Completion Improvement funds to add approximately 33 additional A-G sections and academic intervention sections to Chico High School and Pleasant Valley High School by way of a new block schedule which was piloted at Chico High School during the 2021-22 academic year and will be implemented at both Chico High School and Pleasant Valley High School for the 2022-23 academic year. This innovative schedule allows 9th-12th grade students to take up to four more additional courses (20 credits) during the two-semester academic year than the traditional schedule previously allowed.

These additional section offerings are particularly beneficial for the following targeted student subgroups, all of which have lower than average A-G requirement completion rates upon graduation when compared with the CUSD average of 38.5%: homeless (11.9%), foster (25%), socioeconomically disadvantaged (23.5%), English language learners (1.5%), and students with disabilities (4.9%).

The block schedule - part of a district-wide multi-tiered system of support (MTSS) - increases students' opportunities to take necessary prerequisites, intervention courses, and A-G approved sections through additional section offerings and additional room in students' schedules to take or retake courses necessary to meet the A-G requirements upon graduation.

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.

Each CUSD student creates a four-year graduation plan with an assigned high school counselor during their Freshmen years. In 2020-21, 17 additional school site counselors were added to the district in order to improve counseling services for students. These four-year plans include A-G requirement completion options inclusive of all CUSD's 21 Career Technical Education (CTE) Pathways. These four-year plans are reviewed and modified when necessary during grades 9-12 in order to accommodate individualized student needs including additional remediation courses, EL courses, or necessary course retakes.

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: 875

In the 2020 spring semester or the 2020-21 academic year, 875 unduplicated CUSD 9th-12th grade students from the following subgroups earned at least one D or F in an A-G approved course: English language learners and socio-economically disadvantaged learners. This group represents 36.5% of those identified as either English language learners or socio-economically disadvantaged students enrolled in that time period.

More broadly, in the 2020 spring semester or 2020-21 academic year, 1,495 CUSD 9th-12th grade students earned a D or F in at least one A-G approved course. This represents 28.97% of the total student population. Conversely, 40.5% of CUSD's 2020-21 graduates met A-G requirements.

All 9th-12th grade CUSD students meet at least annually with a school guidance counselor to monitor their progress towards their individual four-year graduation plans. The implementation of an MTSS focused, innovative block schedule at both CUSD traditional high schools adds additional remedial, EL, A-G, and CTE section offerings. Further, the block schedule creates space in students' schedules to take up to four additional courses (20 credits) per academic year than the previous traditional schedule allowed. Consequently, students have more opportunities to take and retake necessary remedial, prerequisite, and A-G-approved courses necessary to meet A-G requirements upon graduation.

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.

CUSD will utilize A-G Completion Improvement Grant funds to add 33 additional A-G approved course sections and additional intervention course sections via an innovative block schedule at CUSD's two traditional high schools. This block schedule is part of the CUSD LCAP which is grounded in a district-wide, multi-tiered system of supports (MTSS) modeled after California's MTSS Framework.

The block schedule primarily falls under CUSD's LCAP goal number one which states, "Provide academic instruction and interventions to ensure student learning and high achievement for each and every student." This CUSD LCAP goal supports California State Priorities 1, 2, 4, 5, 7, and 8. The A-G Completion Improvement Grant funding provides students, particularly those in groups with lower than district average A-G completion rates including homeless, foster, socioeconomically disadvantaged, and English learner groups, greater opportunities for remediation as they aim for A-G requirement completion upon graduation.

## Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Certificated staffing necessary to add 33 A-G and academic intervention sections to CUSD's two traditional high schools	\$635,528
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