Sacramento City
UNIFIED SCHOOL DISTRICT

A-G Incentive Grant

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return
TOGETHER

CDE A-G Incentive Grant

- The A-G completion grant from CDE (2022-2025) provides our district $3.1 million to fund activities that directly support pupil access to, and successful completion of, the A-G course requirements.

- This presentation will describe the proposed use of funds to support the A-G access and completion rates of freshmen by reimagining scheduling in the ninth grade, providing site-based grade level leads, coordinating wrap-around services, and engaging teachers.

Every system is perfectly designed to get the results that it gets

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

What is A-G?

- The A-G/College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).

- These courses are categorized into seven content areas:
  - A - History
  - B - English
  - C - Mathematics
  - D - Science
  - E - Language other than English
  - F - VIsual and Performing Arts
  - G - College-Preparatory Electives

Sac City A-G Completion Rates

SCUSD Cohort A-G Rates by Student Groups
2018-19 thru 2021-22

SCUSD

■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22
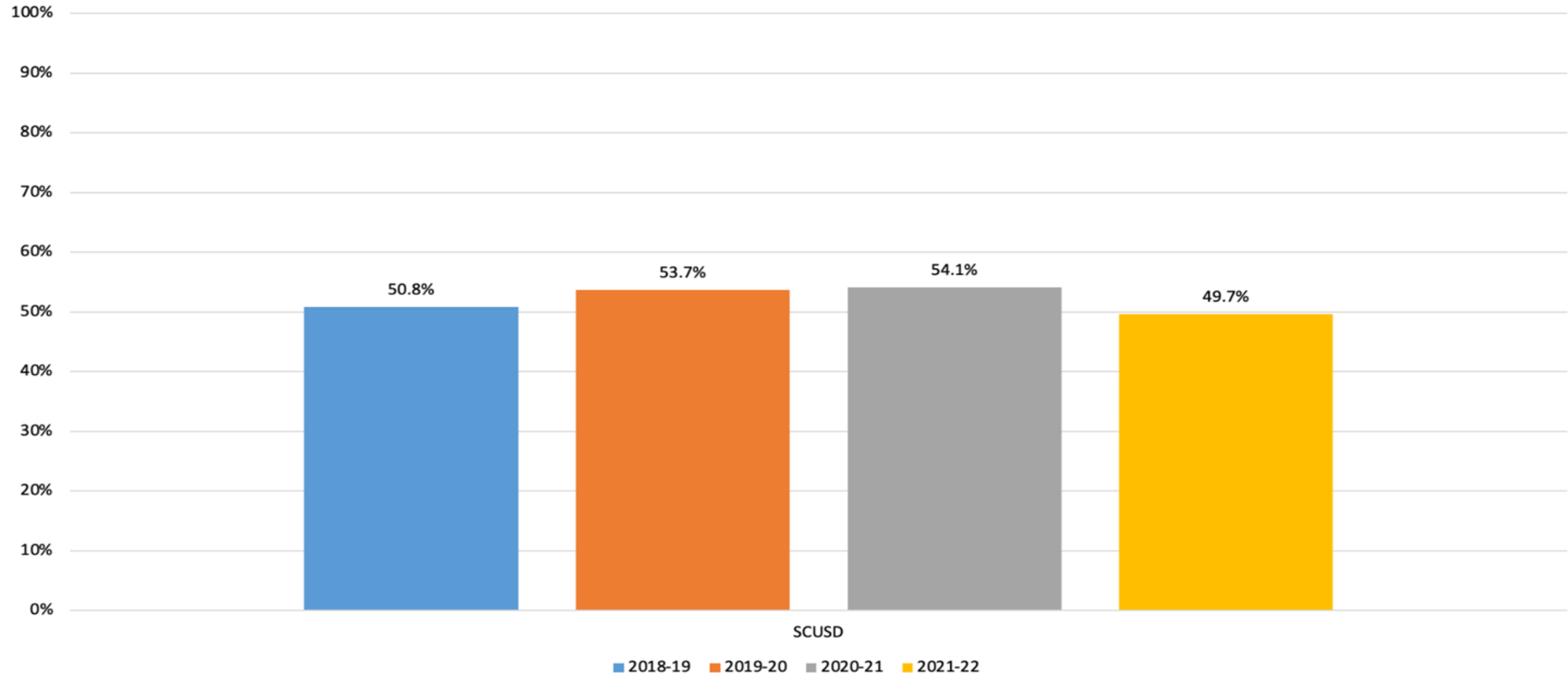
A-G in the LCAP

Goal 1: Increase the percent of students who are on-track to graduate college and career ready.

- Provide standards-aligned curriculum, assessments and high-quality instruction to prepare students to graduate college and career ready. (Action 1.1)

- Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. (Action 1.2)

- Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time. (Action 1.3)

- Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement. (Action 1.4)

Current A-G Improvement Efforts

- Transcript review for A-G completion using the UC Transcript Evaluation Service (TES)

- Expanded credit recovery options utilizing online platforms and summer school

- Extensive A-G training for school site staff (administrators, counselors, registrars, etc.) to support students

- Central district infrastructure to support sites to improve A-G completion rates

A-G Incentive Grant Planning

Central Office & Site Leaders:

- Conducted analysis of Sac City A-G completion rates and trends

- Analyzed pertinent research, including the elements of California CORE Districts' Breakthrough Success Community aimed at improving the rates of 9th graders on track for postsecondary success

- Gathered input from comprehensive high school principals

- Visited Phoenix Union High School District (PXU) with the Carnegie Learning Leadership Network to observe and learn about freshman academies

- Identified 9th Grade Success as greatest area of need

Why 9th Grade?

On average, more than 90% of SCUSD 9th graders begin their freshman year "on track" for A-G Completion
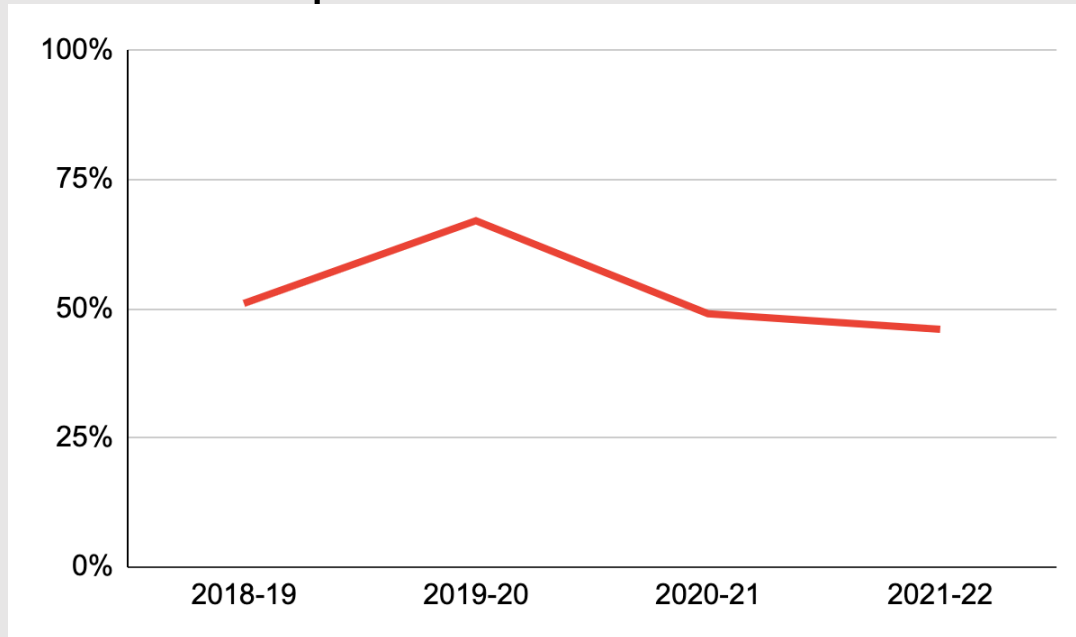
Less than 50% of 9th graders complete their freshman year "off track" for A-G

Researchers have shown that freshman year is the "make-or-break" year for high school graduation. Students who receive more than one F in a semester during their freshman year are very unlikely to graduate...

- "The Make-or-Break Year' Chronicles How a Simple Research Finding About High School Freshmen Altered the Trajectory of Thousands of Chicago Students," The 74

Why 9th Grade?

"**Ninth graders have the lowest grade point average, the most missed classes, the majority of failing grades, and more misbehavior referrals than any other high-school grade level.** A joint report from Princeton University and the Brookings Institution found "in 1970, there were 3 percent fewer tenth graders than ninth graders; by 2000, that share had risen to 11 percent."

"Course failures have an outsize impact on students' likelihood of graduating. In the Consortium's 2007 report *What Matters for Staying On-Track and Graduating in Chicago Public Schools*, we showed that **one "F" in a year-long course in the ninth grade decreases the probability of eventually graduating by 30 percentage points, even if a student has strong test scores. Two "Fs" in ninth grade decrease the probability of graduating by over 50 percentage points (from 85 percent to 33 percent).** In Chicago, we've seen that educators' work to prevent failure in ninth grade has paid off; as Freshman OnTrack rates rose from 60 to 75 percent, graduation rates showed concurrent increases when those cohorts reached their time for graduation, four years later. OnTrack rates have continued to rise, reaching 88 percent with the most recent cohort."

Resources

https://consortium.uchicago.edu/publications/predictive-power-ninth-grade-gpa

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3461187/

https://usprogram.gatesfoundation.org/news-and-insights/articles/why-is-ninth-grade-a-critical-time-for-students-a-researcher-explains

https://www.chicago.gov/content/dam/city/depts/mayor/Press%20Room/Press%20Releases/2014/April/04.24.14Preventablefailure.pd

https://coredistricts.org/our-work/school-improvement/

Sac City A-G Incentive Grant Proposal

Improvement Aim:

Increase the percent of 9th grade students who complete their freshman year "on track" for A-G completion.

Change Idea:

Create "Freshman Academies" at all comprehensive high schools by:

- Leveraging master scheduled to schedule 9th grade students in a minimum of three-course cohorts
- Providing a system of wrap-around services
- Providing 9th grade teachers and support staff with additional Professional Learning and Collaborative Time
- Calibrating curriculum, instruction and assessment practices across all 9th grade classrooms
- Adding an additional FTE at each site to serve as a 9th Grade Lead to coordinate and lead teacher teams and monitor progress

A-G Incentive Grant Actions

Require Additional Funding

- Additional Collaboration Time for Teacher Teams per Month (3 hours/month)

- Onboarding for 9th Grade Teacher Teams (40 hours/year)

- FTE for Site-Based 9th Grade Lead (1.0/site)

- SEL Materials

- Professional Learning Consultants & Contracts

- Enrichment Opportunities

Do NOT Require Additional Funding

- 9th Grade Cross-Curricular Cohorting

- Common Prep Time for Teacher Teams (two/week for CT)

- Designated Thursday CT for 9th Grade Teacher Teams (one/month)

- Designated Thursday CT for Content Teams (two/month)

A-G Incentive Grant Budget

Expenditure Category	2022-2023	2023-2024	2024-2025	2025-2026	All Years Combined
3 CT HRS/Month	$52,224	$104,448	$104,448	$104,448	$365,568.00
40 HRS Onboarding		$174,080.00	$174,080.00		$348,160.00
9th Grade Lead	$312,500.00	$625,000.00	$625,000.00	$625,000.00	$2,187,500.00
SEL/Academic Enrichment		$90,581.00	$90,581.00	$90,581.00	$271,743.00
Total	$364,724	$994,109	$994,109	$820,029	$3,172,971

Progress Monitoring

- A-G "On Track" Rate based on course enrollment, grades and completion

- D/F Rates

- Graduation "On Track" Rate

- Site-Based PDSA Cycles based on essential standards and analysis of student work

- Site-Based Collaborative Time participation, agendas & notes

- Professional Learning participation & surveys

Next Steps

- December 2022: Board Reviews & Approves A-G Incentive Grant Plan
- January 2023: Convene Implementation Team to:
  - Establish specific improvement aim & metrics
  - Develop actions and timeline for three-year implementation
  - Prepare for 2022-23 budget development, master scheduling and professional learning

Questions & Discussion