



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.7

Meeting Date: December 8, 2016

Subject: Approve College Readiness Block Grant Plan

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: December 8, 2016)
- Conference/Action
- Action
- Public Hearing

Division: College and Career Readiness

Recommendation: Board to hear the recommendation of the College Career Readiness Office for the use of the College Readiness Block Grant Funds provided by the State.

Background/Rationale: The State of California has allocated one-time funding to Local Educational Agencies (LEAs) to provide additional supports to students in grades 9-12 that will increase the number who enroll in institutions of higher education and complete an undergraduate degree within four years. The funding is particularly intended to assist unduplicated students, namely those identified as socially economically disadvantaged, foster youth, and English learners (see Education Code sections 42238.01 and 42238.02) in achieving these goals.

District staff has worked with stakeholders to draft a plan for how the funds will be used to serve the targeted population. The activities identified align to the District's LCAP plan and are intended to address the challenges these students face in matriculating into college.

Financial Considerations: The District has been allocated a total of \$1,221,734 and each of the three dependent charter schools (The Met, New Technology, and George Washington Carver) has been allocated a total of \$75,000.

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:

1. Executive Summary
2. District Plan
3. George Washington Carver's Plan
4. The Met's Plan
5. New Technology High School Plan

Estimated Time of Presentation: N/A

Submitted by: Iris Taylor, Ed.D., Chief Academic Officer,

Joe Stymeist, Director, College Career Readiness,

Matt Turkie, Assistant Superintendent of Curriculum
and Instruction

Approved by: José L Banda, Superintendent



District Plan Overview and Rationale:

A focus on equity and college, career, and life ready graduates is the heartbeat of SCUSD's Strategic Plan 2016-21 and the district's LCAP Goals. College attainment, however, does not occur by happenstance, especially for students who would be first generation college students and who may not have family members who are able to provide the necessary guidance and supports. This is disproportionately the case among students who are identified as socio-economically disadvantaged, foster youth, and English Learners.

SCUSD's data is consistent with this nation-wide trend. Currently, 12% of English learners, 24% of socio-economically disadvantaged, and 10% of foster youth participate in AP courses. Additionally, the California Assessment of Student Performance and Progress (CAASPP) test results are another indicator of the students who are college ready at the end of 11th grade. These data reflect that 65% of English learners, 51% of socio-economically disadvantaged and 33% of foster youth are assessing ready at the end of 11th grade.

These data clearly indicate a critical need for improvement. Research on supports that assists these students in navigating college going processes speak to the importance of: a) access to and support with acquiring key cognitive strategies and content knowledge through rigorous academic courses; b) key learning strategies/social emotional learning competencies such as goal setting, persistence, self-awareness, motivation, self-efficacy, and study skills; c) transition knowledge including knowing what courses and assessments to take to be admitted into an appropriate postsecondary program, understanding financial aid options and procedures, and knowing how to self-advocate; and d) experiences at higher education campuses such as college visits, and college fairs, (Conley, 2012; The Executive Office of the President, 2014).

As such, district staff has worked with stakeholders, namely site administrators and members of the LCAP Advisory Committee to draft a plan for how the funds will be used to serve the targeted population. The activities identified align to the District's LCAP plan, (specifically activities described in 1.1.G, 1.2.A, 1.2.D, 1.2.E), and are intended to address the challenges these students face. They are strategic practices that will result in an increase in post-secondary enrollment and will build the confidence, preparedness, and persistence of these students to achieve an undergraduate degree within four years.

Strategies:

The College Readiness Block Grant will provide an opportunity to implement District-wide strategies combined with site-based options that uniquely fit the needs of each high school. The strategies outlined below have been designed to address the issues that keep our English learners, socio-economically disadvantaged, and foster youth graduates from successfully matriculating



from high school to a post-secondary education without the need for remediation and earning a four-year degree. Dependent charters have each received site based allocations of \$75,000 and have developed a site-based plan outlining how their grant funds will be used.

District Wide Activities

Funding from the College Readiness Block Grant will be used to support the following district-wide activities

- District-wide Administration of College Readiness Exams and Fee Waivers
Access to requisite college readiness exams are a major barrier to student entry into four-year institutions in part due to the fees required to take these assessments. Funds will therefore be used to provide fee waivers for all unduplicated students who sit for AP and IB exams. In addition, the district will also explore district-wide administration of the PSAT/NMSQT and SAT exams with stakeholders.
- Dual Enrollment
Not all SCUSD schools offer AP courses due to limited space in students' schedules when specific courses are required to meet instructional program requirements. These sites will use the funds to provide dual enrollment opportunities to unduplicated students.
- College Visits for all Unduplicated 10th Grade Students
Funds will be used to provide transportation for all 10th grade students to participate in one college visit to a local four-year institution
- Implementation of the California Colleges Guidance Initiative (CCGI)
CCGI is a web-based platform that allows students to engage in goal setting, exploration, and research about college goal processes and then allows counselors to track and monitor their progress in successfully navigating college entry requirements and processes.
- Access to Kahn Academy SAT Preparation and Content/Skills Gap Resource
All students will be provided with access to the rich resources available on the Kahn Academy website including free SAT preparation. Students will be provided with supports to effectively use the system.
- Access to Senior Year Bridge Courses
The District has partnered with California State University Sacramento (CSUS) to implement/develop senior year bridge courses that when taken and passed with a "C" or better, allows students to bypass placement exams and remedial courses and enter into credit-bearing courses. The senior year bridge courses are *Expository Reading and Writing (ERWC)* and *Early Assessment Program Senior Year Math (ESM))* courses)



Site-Based Options

Each site will be provided with an allocation of funding to meet the needs of their specific student populations and that align to their site context. The funds must be used to support unduplicated student’s access to activities and services that improve their college readiness and will be selected from the menu of options outlined below. Site administrators may also pose additional activities by submitting a written proposal to the College Career Readiness Department that outlines how the proposed activity will meet the established goal and how progress will be assessed.

- Technology
Sites may purchase additional computer carts to increase student access to college preparatory resources such as CCGI and assessment preparation and content knowledge building resources such as Kahn Academy
- Professional Learning for Teachers and Counselors
Access to rigorous college preparatory course work has been identified as a barrier to college for low income students, particularly those who may not have attained the prerequisite skills needed to be successful in such courses. Instruction that supports these students is critical. Sites may therefore use the funds for professional learning for staff focused on instructional approaches that support unduplicated students to be successful with rigorous college preparatory course content.
- Additional College Visits
Funds may be used to provide transportation for unduplicated students in grades 9-12 to participate in visits to local four-year institutions.
- Interventions and Supports for Unduplicated Students
Unduplicated students often have not been prepared to successfully complete rigorous courses and may need additional assistance and time to do so. Sites will be able to use the funds to provide such academic interventions and supports.

Assessment and Monitoring

Indicators/Metrics to Monitor
Increase the percent of all students as well as unduplicated students, underrepresented racial and ethnic student groups, and students with disabilities who...
Successfully complete all 9 th grade core classes with a “C” or better
Passing score on an AP, IB Exam
Take the SAT exam



Participate in at least one college visit
Take at least one AP, IB, or Dual Enrollment course and pass with a C or better
Successfully complete University of California (UC) a-g course requirements
Complete the Free Application for Federal Student Aid (FAFSA)
Enroll in and pass a senior year bridge course with a "C" or better

Fidelity of Implementation

Coupled with rigorous academics, a systems approach to delivering items such as AP/IB fee reimbursement, funding for CCGI, transportation for college visits/tours, and required college entry assessments are all excellent ways to ensure college readiness for our students. In addition, individual school sites have varying needs based on their context and demographics. For some it may be a need for additional technology to support a broader use of the CCGI system, or to allow more students to conduct college research, complete the FASFA, or access online SAT preparation tools such as the Kahn Academy. For others the need may be funding to pay staff for after school tutoring, or to fund professional learning opportunities for teachers and counselors that provide college readiness supports to students. The SCUSD College and Career Readiness Department will oversee these expenditures to ensure that they are used to implement strategies and systems that positively affect the students identified in this proposal.



Budget

Strategy	Period	Cost
AP Test/IB Diploma Test Fee Reimbursement	2017 - 2019	\$393,800
College Testing Bundle for all students grades 9-12 Includes:	2018 - 2019	\$325,700
Transportation for College Visits/Tours (Targeted 10th graders from each high school, one trip per year for three years)	2017 - 2019	\$147,000
California College Guidance Initiative (CCGI)	2018 - 2019	\$105,000
Site-Based Options - Include: Technology to support college readiness activities Professional Learning opportunities for teachers and counselors Teacher Stipends for Tutoring or Teaching Intervention Courses	2017 - 2019	\$210,976
Indirect Cost	2017 - 2019	\$39,258
	Total	\$1,221,734