

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date : November 17, 2016

Subject : 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 CTR (Board C12) that will increase the number who

intended to assist underrepresented students, primarily
by 4/23/2016 (page 4, 238-02) in achieving English

ers to draft a plan for how the funds will be used
activities identified align to the District's LCAP
challenges these students face in matriculating

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



The State of California has allocated 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.

The district must develop a plan outlining how the funds will increase and improve services to ensure college readiness including how the activities align with the district's LCAP plan and how it will meet the needs of its unduplicated students. The plan must also outline how the district will measure the impact of the activities on unduplicated students' access and matriculation into higher education. The plan must be approved by the district's governing Board and submitted to the California De



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



opportunity gap that also persists for African American, Latino, underrepresented Asian student groups, and students with disabilities. Below are the indicators that will be tracked annually to determine progress towards the goal of increase

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 or IB Exam
” Demonstrate AP potential on the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) in 10 th grade
” 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

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 a site based allocations of \$75,000 and have developed a site-based plan outlining how the 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 Entry Exams and Fee Waivers
Access to requisite college entry 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 administer the PSAT 8/9 for all students in grade 9, the PSAT/NMSQT for all students in grades 10 and 11, and the SAT for all students in grade 12. In addition, the district will pay fees for all unduplicated students who sit for AP and IB exams.



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

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 nationwide 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 postsecondary 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 sitebased 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 postsecondary 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 the grant funds will be used.

District Wide Activities

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

Participate in at least one college visit

Take at least one AP, IB, or Dual Enrollment course and pass with a C letter

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 PSAT and SAT testing opportunities provided for every 9th - 12th grader are all excellent ways to ensure college readiness for our students. In addition to these activities, individual school sites will be able to choose other college readiness activities that fit the needs of their students. For some it may be technology to support a broader use of the CCGI system, allow more students to do college research, complete the FASFA, or access online SAT preparation tools such as the Kahn Academy. For others these funds may be used 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 ~~act~~ affect the students identified in this proposal.

Budget

Strategy	Period	Cost
AP Test/IB Diploma Test Fee Reimbursement	2017 - 2019	\$280,000

Plan Overview and Rationale:

Carver's plan is to increase college exposure to and college admissions for all high school students. LCAP 1.1; 1.1 E; 1.1H

Currently 50% of seniors apply to four year public colleges. Another 45% attend community colleges. About 5% of our students enlist into the military. Only about ten percent of our graduating seniors apply to private four year institutions which offer generous financial aid and close student contact. Only about 25 % of our seniors take the SAT or ACT.

In order to improve the numbers of students applying to four year colleges, we wish to increase our students understanding of colleges and college admissions. We intend to achieve our goals with these strategies: We plan to increase the hours of our college adviser by doubling time from 100 to 200 hours. The college advisor will have more time to counsel individual students and to offer parent programs to increase understanding about college options. Each year the college advisor will plan four bus tours to colleges for all students in grades 9-12. Parents will be invited and encouraged to attend as well. The college advisor will plan a college fair of technical programs and local colleges.

College Fairs

The college advisor will plan and host a college fair on campus for Carver students and neighboring middle schools. Our goal is to invite middle school students to learn about the pathway from high school to college and for students to consider and plan for college as early as possible.

After School Classes

In order to increase students' preparation and opportunities for taking the college entry exams (ACT and SAT), we will offer an after school SAT/ACT preparation class every spring for Juniors. We will pay for the cost of a teacher to guide students through the Khan Academy SAT and ACT preparation.

California College Guidance Initiative (CCGI)

All students will have access to CCGI which will help them prepare for college and career options once they graduate.

Technology to Support College Readiness Activities

Access to computers is essential for students to be able to, among other things, research colleges and careers, plan for college, apply for scholarships, and to complete the FAFSA and college applications. A cart of computers will provide a mobile lab that can be used inside the classroom to provide the necessary access that support college readiness activities on our campus.

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
Demonstrate college readiness potential on the PSAT (Preliminary Scholastic Aptitude Test)
Participate in at least one college visit
Take at least one Dual Enrollment course and pass with a C or better
Successfully complete University of California (UC)-a 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

Our plan will be faithfully implemented with the increase of personnel in the position of a contracted College Advisor to support the development, organization, planning and implementation.

Through the grant we are able to increase staffing to do the work to make these activities happen.

The principal and the Parent Guild will support the college advisor through community outreach, parent newsletters and fliers.

The principal will oversee the process to insure fidelity

Budget

Strategy	Period	
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Plan Overview and Rationale:

and college admissions, in particular for all high school students. LCAP 1.1; 1.1 E; 1.1H

Currently, for graduating seniors, the Met has a college acceptance rate that ranges from 35%-45%. Of those acceptances, some students choose to go to community college for various reasons (close to home, lower cost, comfort with the community college system) even though they were accepted to 4-year institutions. Aside from 4-year college acceptances, about 50% of Met students attend community college right after high school. Another small percentage either go into trade schools, take a gap year, or go right into the work force. The Met has many students who transfer into our school after 9th grade year. A significant percentage of these transfer students are not on the A-G track. Some are very credit deficient even for high school graduation.

The Met does not offer Advance Placement (AP) courses; rather, we have a stable and fruitful relationship with Sacramento City College (SCC), which allows our students to take college courses both on and off of the Met campus.

Credit Recovery Summer School and Math Summer School:

The Aventa (credit recovery program) coordinator will be paid to host a weeklong, intensive credit recovery class to help students recover credits needed for graduation and/or ~~C~~. The 6 week long Integrated Math I summer school program will give Math I students with a D or lower the chance to reengage with the curriculum to improve understanding and be able to move on to the next Math course.

College Tours:

All 11th grade students will take a daylong bus tour of at least 2 colleges.

Purchase 25 Chromebooks:

Adding 25 Chromebooks (laptops) to our arsenal will bring the school closer to a 1:1 student-computer ratio. Given that our school uses CCGI (California College Guidance Initiative), an online platform to support students towards college acceptance, computers are essential for student

Plan Overview and Rationale:

Our plan is to increase college exposure for students and college admissions for all high school students.

In order to improve the numbers of students applying to four year colleges, we wish to increase our students understanding of colleges and college admissions. We intend to achieve our goals with these strategies: Expand student and family access to college pathways consultant. Have all students in grades 9-12 attend at least one college tour annually and encourage parents to attend as well. Annually fund the PSAT and SAT for all students. Continue our Implementation of CCGI for all students. Pilot the use of NWEA Assessments to identify every student's learning level three times annually. Purchase technology to support CCGI and NWEA Assessments.

Strategies:

College Pathways Consultant:

This year we contracted with a consultant to provide workshops for students and parents focused on educating our families about the college and scholarship application process. This individual held 12 workshops for families as well as offered students and families individual one-on-one time to help them with the application and FAFSA process. We would like to continue and expand the partnership.

College Tours

Following a model implemented by our sister school, Napa New Tech, in the Fall of 2016, we will have a college tour day. On this day we will coordinate and offer a college tour to every New Tech student. We will encourage families and community partners to attend with us. Each tour will be to different schools and we will offer students a choice in which tour they attend.

College Exams

The district currently supports the PSAT for all 10 graders. For the past two years, New Tech has also supported the PSAT for all 9 graders. Beginning next year will provide PSAT 8/9 for all 9 grade students, PSAT/NMSQT for all 10 and 11th graders, and the SAT for all 12 graders. Multiple opportunities for our students to take these exams will improve their success rates on college entry exams.

California College Guidance Initiative (CCGI):

All students will have access to CCGI which will help them prepare for college and career options once they graduate.

Northwest Evaluation Association (NWEA) Assessments:

Our staff, student, and parent leaders are currently investigating the use of the NWEA MAP Assessment for implementation in January/February of 2017. MAP stands for Measures of Academic Progress and is a computer adaptive assessment that measures each student's learning level in reading, language usage, and mathematics (includes Spanish

