

A-G Completion Improvement Grant Plan Progress Report

Local Educational Agency (LEA) Name	Total Grant Allocation
Mountain View-Los Altos Union High School District	\$\$558,579

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

Mountain View Los Altos High School District will be using funds to increase and improve services to foster youth, low-income students, and English Learners in a multi-tiered approach.

- 1) We will provide professional development in literacy that supports and targets struggling learners, particularly EL and RFEP, to successfully gain access to academic content.
- 2) We will increase our services in tutor.com so students can have 24-hour access to tutor help for any course.
- 3) We will engage in professional conversations in analyzing and strengthening our equitable grading practices.
- 4) We will increase opportunities for students who did not gain A-G eligibility to retake a class.
- 5) We will provide professional learning for high school counseling staff and support staff to increase knowledge related to transcript audits and criteria related to meeting A-G requirements.
- 6) We will provide financial assistance for testings, such as AP exam fees.

The combination of these strategies will increase and improve services for all students (especially low-income and English learners) to improve A-G eligibility.

How is this descriptor being measured?

This descriptor is measured through a comprehensive evaluation that considers multiple key performance indicators to assess the impact of funds on increasing or improving services for foster youth, low-income students, and English learners with the goal of enhancing A-G eligibility. The measurement process includes:

Student GPA:

We monitor the average GPA of foster youth, low-income students, and English learners, seeking improvements as a direct result of the allocated funds. This allows us to gauge the effectiveness of academic support services.

A-G Eligibility Rates:

We assess the percentage of foster youth, low-income students, and English learners who meet A-G eligibility criteria. This measurement provides insight into the success of interventions and support services funded by the allocated resources.

Number of Teachers Participating in Professional Learning:

We track the number of teachers engaging in professional learning opportunities funded by these resources. This measure ensures that educators are equipped with the necessary skills to support the academic success of our target student populations.

Number of Students Taking Summer School or Grade Recovery Opportunities:

We monitor the participation rates of foster youth, low-income students, and English learners in summer school or grade recovery programs during the school year. This helps assess the effectiveness of supplementary educational opportunities.

Counselors Participating in Professional Learning:

We measure the involvement of counselors in professional learning activities focused on transcripts and A-G coaching. This ensures that our counseling staff is well-equipped to provide guidance and support to students pursuing A-G eligibility.

By considering these key indicators, we aim to gauge the impact of allocated funds on fostering improved academic outcomes and A-G eligibility for our targeted student populations.

What are the outcomes based on those measurements?

The outcomes based on the measurements of allocated funds for improving services for foster youth, low-income students, and English learners to enhance A-G eligibility are as follows:

Overall Increase in A-G Completion by 3%:

We have observed a notable increase in the overall A-G completion rate, achieving a 3% improvement. This positive outcome reflects the effectiveness of the targeted services and interventions.

A-G Completers at 80%:

Our efforts have resulted in a significant milestone, with 80% of our students now achieving A-G completion. This demonstrates progress toward our overarching goal of ensuring a high percentage of students are well-prepared for college and career pathways.

A-G Completion Increase for Low-Income and Foster Youth by 5%:

Specifically focusing on low-income students and foster youth, we have seen a commendable 5% increase in A-G completion rates. This targeted success indicates the efficacy of services tailored to the needs of these student populations.

Freshman GPA Overall Increase by 1%:

The freshman GPA has experienced a positive shift, with an overall increase of 1%. This improvement reflects the impact of support services provided to incoming students, setting a positive trajectory for their academic journey.

96% of Freshmen Achieve a GPA of 2.0+:

An impressive 96% of our freshman students have achieved a GPA of 2.0 or higher. This high percentage demonstrates a strong foundation for academic success among our newest students.

80% of All Students Have a GPA of 3.0+:

Our efforts have contributed to a substantial increase in the percentage of students with a GPA of 3.0 or higher. We have reached 80%, marking a 2% increase from the previous year and a noteworthy 4% increase from 2020.

English Learners' GPA Increase:

The English learner population has experienced a 5% GPA increase from the 2021-22 academic year and a remarkable 9% increase from the 2020-21 academic year. This indicates significant progress in supporting the academic growth of English learners.

GPA Increase for Low-Income and Foster Youth by 4% (21-22) and 12% (20-21):

Specifically focusing on low-income students and foster youth, there has been a 4% GPA increase from the 2021-22 academic year and a substantial 12% increase from the 2020-21 academic year. This demonstrates targeted success in elevating academic performance within these student groups.

These outcomes collectively showcase the positive impact of allocated funds on academic achievement, A-G completion, and the overall well-being of our diverse student population. The progress made aligns with our commitment to providing equitable and effective educational opportunities for all students.

Expenditures to Date

\$20,150.00 for transcript training and coaching for counselors

\$146,260 - site level a-g grade recovery and support systems

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.

Mountain View Los Altos High School District will continue to expand access to coursework to satisfy A-G course requirements for all students (especially low-income and English learners). These opportunities may include:

- 1) Increasing Concurrent Enrollment or Dual Enrollment courses with our community college partnerships on our campuses.
- 2) Expanding our CTE and work-based learning classes.
- 3) Providing professional development with the necessary tools to support literacy, equitable grading, culturally relevant teaching, and implicit bias training.

4) We will engage in course development and review to ensure our classes are appropriately identified as A-G.

How is this descriptor being measured?

The measurement of this descriptor involves a multifaceted approach that considers several key indicators. We assess the extent to which all students, including foster youth, low-income students, and English learners, have access to A-G courses approved by the University of California through various measures:

Increase in Dual Enrolled Courses:

We have worked to increase the number of dual-enrollment courses, providing students with opportunities to earn both high school and college credit simultaneously.

CTE Course Offerings:

The accessibility of Career Technical Education (CTE) courses is a critical factor. We have committed to expanding CTE courses to ensure a broad range of learning pathways.

Work-Based Learning Opportunities:

Our measurement includes the availability and participation rates in work-based learning opportunities, such as internships, speakers, field experiences, and other experiential learning experiences.

Staff-Wide Professional Development:

We track and assess staff-wide professional development initiatives focused on enhancing literacy and promoting equitable access to learning. This ensures that educators are equipped to support diverse student populations effectively.

Ongoing Review of A-G Eligibility:

We continually review and update our A-G course eligibility criteria, considering feedback and adjusting requirements to facilitate increased access for all students, particularly those in underrepresented groups.

By employing this comprehensive set of measures, we aim to gauge the effectiveness of our strategies in enhancing access to A-G courses for all students, irrespective of their backgrounds.

What are the outcomes based on those measurements?

The outcomes based on the measurements of providing access to A-G courses approved by the University of California, inclusive of foster youth, low-income students, and English learners, showcase significant progress and expansion of opportunities. The outcomes include:

Expansion of CTE Offerings (2022-2023 to 2023-2024):

- Increase in CTE Industry Sectors: Expanded from 4 to 7.
- Growth in CTE Pathways: Expanded from 8 to 17.

- Introduction of WEE Programs: 2 Work Experience Education programs were added
- Growth in CTE Teaching Staff (2022-2023 to 2023-2024):

Increase in CTE Teachers:

- Doubled from 10 to 20 teaching pathways, indicating a substantial increase in instructional capacity.

Diversity and Inclusivity in Program Offerings:

- Doubling of Program Offerings: Program offerings essentially doubled from the 2022-23 school year to the current school year.
- Targeted Access for At-Promise Youth: Introduction of options for at-promise youth to access specific target industries at SVCTE/Metroid.

Dual Enrollment Courses (2021-2022 to 2023-2024):

- Growth in Dual Enrollment Courses: Increased from three courses in 2021-2022 to six courses in 2023-2024.
- Anticipating further growth to ten dual-enrolled classes in the 2024-25 academic year.

Expansion of Work-Based Learning Opportunities:

- Increase in Field Trips/Experiences: A significant rise in the number of field trips and field experiences offered to enhance practical learning.
- Growth in Internships: Expanded opportunities for internships to provide real-world work experience.
- Engagement with Industry Speakers: Increased participation of industry speakers visiting classes to share insights.
- Introduction of Entrepreneurial Fair and Junior Achievement Fair: New initiatives to foster entrepreneurial skills and showcase student achievements.

Professional Learning Initiatives:

- Structured Student Talk and Pedagogical Strategies: Provided professional learning opportunities for all staff on structured student talk and pedagogical strategies to increase access to curriculum and literacy.
- Introduction of Construction Meaning: Rolled out Construction Meaning, a Tier 1 discipline-specific literacy strategy, for all staff to enhance instructional effectiveness.
- CTE Professional learning to support high-quality CTE programs.

These outcomes collectively demonstrate a commitment to expanding educational opportunities, promoting diversity and inclusivity, and providing a holistic learning experience that aligns with the broader goal of increasing access to A-G courses for all students, including foster youth, low-income students, and English learners.

Expenditures to Date

\$7,500.00 Dual Enrollment stipend for teachers

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: 940

Mountain View Los Altos High School District identified students 940 students who earned a "D", "F" or "Fail" grade during the 2020 spring semester or the 2020-21 school year.

Some of these students may have already engaged in a method to retake the course and obtain A-G credit.

MVLA provides the opportunity to retake the course during the summer school, as well as the option to retake the course during the school year in order to recover the grade and earn A-G credits.

School counselors identify and provide academic counseling to students to support the successful completion of recovery of A-G requirements. Students and parents were contacted regarding their opportunities to retake courses by phone or email. Counselors also meet with students to discuss a plan for retaking the A-G course(s) that they previously failed.

How is this descriptor being measured?

This descriptor is measured through a systematic evaluation process that involves identifying the number of students eligible for opportunities to retake A-G approved courses in which they received a "D," "F," or "Fail" grade during either the 2020 spring semester or the 2020-21 school year. The measurement methodology includes:

Data Collection and Identification:

We collect and analyze student data, focusing on those who received a "D," "F," or "Fail" grade in A-G approved courses during the specified time frame. This data serves as the basis for identifying students eligible for retake opportunities.

Notification Process:

The measurement involves tracking the outreach and notification process to inform eligible students about the opportunities to retake courses. We ensure that clear and timely communication is established with identified students and their families.

Registration and Enrollment:

We monitor the registration and enrollment process for students opting to retake A-G approved courses. This includes assessing the number of students who express interest, complete the necessary registration procedures, and successfully enroll in the retake courses.

Implementation of Retake Courses:

The measurement extends to the actual implementation of the retake courses, ensuring that the educational content aligns with A-G requirements and provides students with a meaningful opportunity to improve their grades.

Counselors Providing Academic Counseling:

We measure the involvement of counselors in providing academic counseling to eligible students. This includes tracking the number of counseling sessions conducted, the range of academic guidance offered, and the overall impact on students' decisions to participate in retake courses or alternative academic programs.

By incorporating these components into our measurement approach, we aim to comprehensively assess the effectiveness of offering opportunities for students to retake A-G approved courses, participate in summer school, engage in grade recovery, and benefit from academic counseling, ultimately contributing to their academic success and A-G eligibility.

What are the outcomes based on those measurements?

The outcomes based on the measurements of identifying students for opportunities to retake A-G approved courses, following a "D," "F," or "Fail" grade in the 2020 spring semester or the 2020-21 school year, are as follows:

1.) Increased Opportunities for A-G Course Retakes:

- Identified Students: A proactive approach by our counselors supported in identifying students for the opportunity to retake A-G approved courses after receiving a "D," "F," or "Fail" grade.
- Improved System: We changed our sign-up process for credit/grade-recovery to make it more user-friendly for students and families and easier access to credit/grade-recovery.
- Expanded Access: In addition to summer school as a credit/grade-recovery option, we also increase our options for during the school year opportunities.
- Added in options for credit/grade-recovery a-g courses, and increased elective options at our Alternative School, Alta Vista High School

2) Student Engagement and Participation:

- In 2021 we have 902 students participate in summer school, we have an increase to 986 students participating in summer school in 2023.
- During Summer School we offer 23 courses & 35 Sections including college prep core content classes, Special Education core and support classes (incoming grade 9- Adult Transition Program) and Credit Recovery for potential summer graduates.
- A positive trend in participation rates indicates that students availed themselves of the offered opportunities.

3) Academic Improvement:

- Improved Course Performance: The primary outcome is an improvement in the academic performance of students who participated in retake courses.
- Enhanced A-G Eligibility: The initiative aimed at positively impacting A-G eligibility by providing students with the chance to rectify previous academic challenges.
- 80% of All Students Have a GPA of 3.0+: Our efforts have contributed to a substantial increase in the percentage of students with a GPA of 3.0 or higher. We have reached 80%, marking a 2% increase from the previous year and a noteworthy 4% increase from 2020.
- A-G Completers at 80%: Our efforts have resulted in a significant milestone, with 80% of our students now achieving A-G completion. This demonstrates progress toward our overarching goal of ensuring a high percentage of students are well-prepared for college and career pathways.

4) Monitoring and Evaluation:

- Continuous Monitoring: Ongoing monitoring of student progress throughout retake courses to assess improvement and address any additional support needs.
- Evaluation of Effectiveness: The outcomes include an evaluation of the effectiveness of the retake program in achieving its intended goals.

- **Gathering Feedback:** Soliciting feedback from students who participated in retake courses to understand their experiences and gather insights.

These outcomes collectively underscore the success of the initiative in providing students with the necessary support and opportunities to recover from academic challenges, contributing to improved A-G eligibility and fostering a culture of continuous improvement within the academic landscape.

Expenditures to Date

\$0

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.

Mountain View Los Altos High School District will support, supplement or extend our LCAP services via the strategies expressed in the A-G Completion Grant.

Identified actions within the A-G Completion Improvement Grant Plan align to our LCAP Goal 1: Actions: 5, 6, 7, 9, 11 - which are means of direct student-targeted academic support and access.

In addition, the A-G Completion Grant will support and supplement our LCAP Goal 4: Action: 3, 10, 11 - which is providing Professional Development support to staff.

How is this descriptor being measured?

This descriptor is measured through a comprehensive evaluation process that involves assessing how the plan, described services, and associated expenditures, if applicable, align with and supplement the services outlined in the Local Control and Accountability Plan (LCAP). The measurement methodology incorporates key components, including:

Alignment with LCAP and Learning Recovery Plan:

We examine how the proposed plan and services align with the goals and strategies outlined in the LCAP. This involves a thorough review to ensure cohesion and coordination in addressing the identified needs and priorities.

Student-Targeted Academic Support:

We measure the impact of the plan by assessing the effectiveness of student-targeted academic support services. This includes tracking the academic progress of students who receive targeted support, monitoring improvements in key academic indicators, and evaluating the overall success of interventions.

Professional Development:

The measurement extends to the professional development initiatives outlined in the plan. We assess the participation rates of staff in professional development activities, ensuring that educators are equipped with the necessary skills to implement the proposed services effectively.

Expenditure Analysis:

We conduct an analysis of associated expenditures to determine the efficiency and effectiveness of resource allocation. This includes assessing the correlation between expenditures and the desired outcomes, ensuring that funds are utilized strategically to supplement services outlined in the LCAP and Learning Recovery Plan.

Feedback and Educational-Partner Input:

We gather feedback from various educational partners, including students, parents, and educators, to gauge their perceptions of how the plan and associated services supplement those in the LCAP . This input provides valuable insights into the real-world impact of the proposed initiatives.

By integrating these components into our measurement approach, we aim to ensure that the plan and associated services not only align with but also enhance and supplement the services outlined in the LCAP and Learning Recovery Plan. This comprehensive assessment allows us to continuously refine and improve our strategies to meet the evolving needs of our students and the broader educational community.

What are the outcomes based on those measurements?

The outcomes based on the measurements of how the plan, described services, and associated expenditures supplement services in the Local Control and Accountability Plan (LCAP) and Learning Recovery Plan are as follows:

Alignment with LCAP:

- **Strengthened Alignment:** The outcomes reflect a strengthened alignment between the implemented plan, services, and associated expenditures with the goals and strategies outlined in the LCAP and Learning Recovery Plan.
- **Cohesive Implementation:** The measured outcomes demonstrate a cohesive and coordinated implementation that supports the broader objectives of the LCAP and Learning Recovery Plan.

Increased Student Access to Support Services:

- **Expanded Services:** The plan has resulted in an expansion of support services targeted at fostering student success, ensuring a broader reach to address the diverse needs outlined in the LCAP including intervention support, social-emotional support, and course options, to name a few.

Improved Academic Outcomes:

- **Academic Progress:** Measured outcomes reflect improvements in student academic outcomes, including increased A-G completion rates, higher GPAs, and enhanced college and career readiness.
- **Positive Impact on At-Risk Populations:** Specific outcomes highlight positive impacts on at-risk populations, such as foster youth, low-income students, and English learners, contributing to closing achievement gaps.

Efficient Use of Expenditures:

- **Strategic Resource Allocation:** Outcomes showcase the efficient and strategic allocation of associated expenditures to maximize the impact on student outcomes.
- **Transparent Financial Practices:** Demonstrated transparency in financial practices, ensuring that resources are directed toward initiatives that directly align with the goals of the LCAP.

Enhanced Professional Development:

- **Educator Capacity Building:** The plan has contributed to the enhanced capacity of educators through targeted professional development, aligning with the goal of building a skilled and responsive teaching workforce outlined in the LCAP.
- **Improved Teaching Practices:** Measured outcomes include improvements in teaching practices that directly correlate with the plan's emphasis on enhancing instructional quality.

Educational-Partner Involvement and Satisfaction:

- **Educational-Partner Engagement:** Positive outcomes include increased stakeholder engagement, collaboration, and participation in the implementation of the plan, aligning with LCAP objectives.
- **Satisfaction Metrics:** The measured satisfaction of stakeholders, including students, parents, and educators, reflects the plan's success in meeting the expectations outlined in the LCAP and Learning Recovery Plan.

Continuous Improvement Strategies:

- **Adaptive Strategies:** Outcomes demonstrate an adaptive approach to continuous improvement, with the plan being responsive to evolving student needs and educational priorities.
- **Data-Informed Decision-Making:** The outcomes indicate a commitment to data-informed decision-making, utilizing metrics to assess the effectiveness of the plan and make informed adjustments.

In summary, the outcomes based on the measurements underscore the success of the plan and associated services in supplementing and enhancing the services outlined in the LCAP and Learning Recovery Plan. The measured outcomes reflect positive impacts on student success, resource efficiency, stakeholder satisfaction, and the overall alignment with the district's educational goals.

Expenditures to Date

\$0

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures	Expenditures to Date
Intervention Programs Supporting A-G Course Completion	\$380,000	\$146,260
Course Review and transcript analysis	\$30,000	\$20,150.00
Staff Professional Development in A-G Completion Related Topics	148,579	\$7,500.00