



**OPTIONS FOR YOUTH-SAN BERNARDINO, INC.**  
*A California Nonprofit Public Benefit Corporation*

**June 2023**

**Agenda Item:** OFY-SB A-G Completion Improvement Grant Plan

**Purpose:** The Board will review and consider approval of the OFY-SB A-G Completion Improvement Grant Plan.

A–G Completion Improvement Grant Program funds are apportioned to local educational agencies (LEAs) for the purpose of providing additional supports to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A–G eligibility requirements completed for admission to the California State University and the University of California. These funds are available for expenditure through the 2025–26 Fiscal Year, and include A-G Access Grant funds or A-G Success Grant funds, and A-G Learning Loss Mitigation Grant funds: eligible LEAs receive funding for either the A–G Access Grant or the A–G Success Grant depending on the LEA’s 2020-21 A–G completion rate.

| OFY-San Bernardino<br>2020–21 UPC<br>Grades 9-12 | 2020–21 A–G<br>Completion Rate | Revised Allocation<br>Amount for the<br>A–G Access Grant<br>( < 67% A-G Rate) | Revised Allocation<br>Amount for the<br>A–G Learning Loss<br>Mitigation Grant | A–G Completion<br>Grant<br>Total Allocation |
|--|--------------------------------|---|---|---|
| 749  | 40.70%                         | \$212,012   | \$79,482  | \$291,494                                   |

The A-G Access Grant and A-G Success Grant shall be used for activities that directly support pupil access to, and successful completion of, the A–G course requirements, including, but are not limited to, any of the following:

- Providing teachers, administrators, and counselors with professional development opportunities to improve the LEA’s A–G completion rate.
- Developing comprehensive advising plans and pupil supports, including tutoring programs, to improve the LEA’s A–G completion rate.
- Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to, unduplicated pupils. These opportunities may include, but shall not be limited to, course development, course review, incorporating A–G course requirements into the LEA’s graduation requirements, and new or expanded partnerships with other secondary or postsecondary educational institutions.
- Advanced Placement and International Baccalaureate fees for unduplicated pupils.
- The statute encourages LEAs to direct A–G Success Grant funds towards pupils in danger of not achieving a grade of “C” or better in A–G courses.

A–G Learning Loss Mitigation Grants shall be used to allow pupils who receive a grade of “D,” “F,” or “Fail” in an A–G approved course in the spring semester of 2020 or the 2020–21 school year to retake those A–G courses. The method of offering pupils the opportunity to retake courses shall be determined by the LEA. If funds are available after providing retake opportunities, LEAs may use grant funds to offer credit recovery options to all pupils to ensure pupils are able to graduate high school on time.

On or before April 1, 2022, LEAs were required to develop a plan describing how the funds received will increase or improve services for unduplicated pupils to improve A–G eligibility, including:

- Information about the number of pupils identified for opportunities to retake courses.
- Information regarding how the plan and described services supplement, and do not supplant, services



- in the LEA's Local Control and Accountability Plan and the LEA's Learning Recovery Program plan.
- A description of the extent to which all pupils will have access to A–G courses approved by the University of California.

Terms and conditions around restricted funds were unclear at the time the spending plan was due to the board for approval, in the 2021-22 school year. Since then, we have gained a better understanding of requirements for planning and spending, and have created an AGCICP spending plan that is in full alignment with the CDE's intention for schools to use the funds allocated.

Once the plan is completed, the plan shall be discussed at a regularly scheduled meeting by the governing board of the LEA, and adopted at a subsequent regularly scheduled meeting.

In alignment with the allowable uses outlined by the California Department of Education, San Bernardino is proposing to allocate the AGCIGP Funds as listed below.

**Fiscal Impact:** Total allocation of 291,494

**Propel, A Charter Management Group, Inc.'s Recommendation:**Y

**Principal's Recommendation:** Y

**Proposed Motion:** The Board will review and consider approval of the OFY-SB A-G Completion Improvement Grant Plan.

## A-G COMPLETION IMPROVEMENT GRANT PLAN

|   |                                    |
|---|------------------------------------|
| <b>Local Educational Agency</b>   | <b>Total Grant Allocation</b>      |
| Options for Youth, San Bernardino   | \$291,494                          |
| <b>Contact Person</b>   | <b>Contact Person Email</b>        |
| Richard Aguilar   | raguilar@ofy.org                   |
| <b>Funding Encumbrance Dates</b>  | <b>2020-21 A-G Completion Rate</b> |
| 2021-2022 Through the 2025-26 Fiscal Year   | 40.70%                             |
| <b>Board Plan Review Date</b>   | May 26, 2023                       |
| <b>Board Plan Approval Date</b>   | June 30,2023                       |
| Describe how the funds will increase or improve services for unduplicated pupils to improve A-G eligibility:  |                                    |
| Options for Youth San Bernardino continuously reflects and reviews our A-G completion rate data and how we can increase the number of students graduating on an A-G plan. Our Local Control Accountability Plan (LCAP) features A-G completion rate as a metric and includes actions to improve A-G completion rates. The school's A-G completion Improvement Program Grant (A-GCIPG) Plan is designed to supplement and extend efforts outlined in the LEA's LCAP, adding layers of support to students, especially low income students, English learners, and foster youth, to help them meet A-G requirements. |                                    |
| 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:   |                                    |

All students, including foster youth, low-income students, and English Learners, have access to A-G courses in multiple modalities: digital curriculum and paper packets. The courses can also be verified using the UC Doorways Course List. Students meet regularly with both a teacher and post-secondary counselor to discuss course progress, course completion, and to what extent they are meeting A-G planning guide requirements. OFY San Bernardino plans to expand A-G course completion and college planning support to all students, including foster youth, low-income students, and English learners. A-G Completion Improvement Program Grant funds will help to increase or improve services by providing additional college readiness cohorts that improve A-G eligibility. OFY San Bernardino currently facilitates a college readiness cohort for Senior students, called College Readiness Exploring the World (CREW); A-GCIPG funds will allow the school to increase and expand these cohorts. This includes serving ninth through eleventh grade students and providing them the opportunity to participate in college readiness cohorts designed for their grade level. The programs will focus on advising on pathways to college readiness so that all students, at any grade level, have increased opportunities to engage with, and meet, A-G requirements. **Freshmen CREW students** will focus on a successful transition to high school. The emphasis for the 9th grade year is on earning a high GPA, developing strong study habits, getting involved in extracurricular activities, and staying organized. All while exposing students to higher education and career opportunities. **Sophomore CREW students** will continue to focus on developing the same skills as those in CREW 9. CREW Sophomores will spend a significant portion of their sophomore year exploring possible career interests. Sophomores will engage in public speaking workshops culminating in the students presenting a speech in front of the cohort. They will take field trips to at least one university as well as a career field trip and participate in interview panels. **Junior CREW students** will focus on developing soft skills that will be important for building a viable college application while also empowering them to own their growth and knowledge. Students will be explicitly instructed on the use of platforms used in professional spaces such as Google Calendar and LinkedIn. They will also spend time looking into and seeking career building activities such as internships and extracurricular activities. Our goal is to expand the possibilities to our students and provide practical action items that help students reach their long-term goals.

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:

Fall 2020-2021: 927  
Spring 2020-2021: 744

Many of our students at OFY San Bernardino enroll needing to retake courses due to receiving "D", "F" or Fails at their previous school. Our school allows students to retake "F" and Fail courses throughout the school year to receive full credit for high school courses. For a student who receive a "D" in an A-G approved course, they may retake the class, or a comparable class, with approval from the Postsecondary counselor, parent, and Assistant Principal so that appropriate courses are taken to satisfy A-G requirements, and increase eligibility for UC and CSU enrollment.

Describe how the plan and described services and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan:

**LCAP Goal 3:** To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5 the LEA will ensure the achievement and attendance of all students and particularly for Foster Youth, Homeless, English Language Learners (EL) , Students with Disabilities ( SWD ) and socioeconomically Disadvantaged pupils ( FRMP ) will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to Positively impact progress toward graduation and post-secondary readiness.

**Metrics:**

- The charter aims to decrease the percentage of students not prepared on the college/career indicator to 55% or less by the end of the 2023/2024 school year.
- The Charter aims to have at least 35% of students on the A-G planning guide.

**Action:**

Charter aims to provide a post secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. The program will provide students with a supportive community, access to technology, skill development, and mentoring.

| 2021-2022 Programs and Services   | Alignment to Supplement LCAP Actions | Allocated Amount    |
|---|--------------------------------------|---------------------|
| No A-G Completion Improvement Program Grant Funds were used in the 2021-22 school year. |                                      |                     |
| <b>Total for Year</b>   |                                      | <b>\$0.00</b>       |
| 2022-2023 Programs and Services   | Alignment to Supplement LCAP Actions | Allocated Amount    |
| No A-G Completion Improvement Program Grant Funds were used in the 2022-23 school year. |                                      |                     |
| <b>Total for Year</b>   |                                      | <b>\$0.00</b>       |
| 2023-2024 Programs and Services   | Alignment to Supplement LCAP Actions | Allocated Amount    |
| College Readiness Cohorts for 9th, 10th & 11th graders                                  | LCAP Goal 3 Action 3                 | \$97,165.00         |
| <b>Total for Year</b>   |                                      | <b>\$97,165.00</b>  |
| 2024-2025 Programs and Services   | Alignment to Supplement LCAP Actions | Allocated Amount    |
| College Readiness Cohorts for 9th, 10th & 11th graders                                  | LCAP Goal 3 Action 3                 | \$97,165.00         |
| <b>Total for Year</b>   |                                      | <b>\$97,165.00</b>  |
| 2025-2026 Programs and Services   | Alignment to Supplement LCAP Actions | Allocated Amount    |
| College Readiness Cohorts for 9th, 10th & 11th graders                                  | LCAP Goal 3 Action 3                 | \$97,165.00         |
| <b>Total for Year</b>   |                                      | <b>\$97,165.00</b>  |
| <b>Total Funds Allocated</b>  |                                      | <b>\$291,495.00</b> |