# INFORMATION SHEET 02/12/2019 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

From: Sarah Steen

Re: Low-Performing Students Block Grant (LPSBG)

**SUMMARY**

Funds received from the CDE to address support for low-performing students require that a plan be discussed and adopted at a regularly scheduled meeting of the board.

**DISCUSSION**

For the 2018–19 fiscal year, the sum of three hundred million dollars ($300,000,000) has been appropriated from the General Fund to the Controller for transfer to Section A of the State School Fund for allocation by the Superintendent of Public Instruction. The Low Performing Student Block Grant (LPSBG) was funded with the passage of AB 1808 in June 2018, which enacted Education Code 41570. Jefferson School District has 173 students identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for special education services. This results in $341,852 in funding to be used for evidence-based services that directly support academic achievement, including, but not limited to, professional development activities for certificated staff, instructional materials, or additional supports for pupils. Funds are available for expenditure or encumbrance through the 2020–2021 fiscal year.

As a condition of receiving LPSBG funds, we are required to:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement and how the effectiveness of services will be measured.
    - The plan shall include information regarding how the services align with and are described in the school's local control and accountability plan (LCAP).

**ACTION REQUESTED:** Adopt LPBG Plan (see attached LPBG Plan)

# Low Performing Block Grant Plan 2018

The LPSBG allocates $300 million for LEAs, including county offices of education (COEs), school districts, and charter schools (both directly and locally funded) for the benefit of identified students during fiscal year (FY) 2018–19. These funds are designated to address the persistent achievement gap in California's public schools, and to provide resources and evidence-based practices to initiate and sustain authentic systemic change. More information on the LPSBG can be found at the following link: https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp

The budget includes a one-time block grant to help address the achievement gap for all students. CDE currently estimates the funding at $1,976 per eligible pupil. The funding will be distributed on a per pupil basis to school districts, charter schools and COEs for pupils that are identified as low-performing on the latest available state English language arts or mathematics assessments (2016-17 data) and who are neither identified for special education services nor identified as low-income, English learner or foster youth. "Low-performing" is defined as not meeting academic achievement standards on the most recently available (2016-17) results of the CAASPP test in any of the following ways:

1. Does not meet achievement standard, "level 1," in both English language arts and mathematics.

2. Does not meet achievement standard, "level 1," in either English language arts or mathematics, and nearly meets the achievement standard, "level 2," in the other subject.

3. Does not meet achievement standard, "level 1," in either English language arts or mathematics, and does not have a valid score for the other subject.

All measures of a pupil's eligibility – low-performing, eligible for special education services, and identification as low-income, English learner or foster youth – should be for the same fiscal year.

To determine eligibility, districts will, therefore, subtract low-income, EL, foster youth and special education students from their low-performing population, and the remainder is the count that is eligible for this block grant. CDE will determine the eligible pupil count and automatically apportion the block grant, currently estimated at $1,976 per eligible pupil. However, there are conditions of receipt as noted below.

These block grant funds may be expended through 2020-21 and shall be used for evidence-based services that directly support pupil academic achievement, including,

but not limited to, professional development activities for certificated staff, instructional materials, or additional supports for pupils.

As a condition for receiving grant funds, the LEA shall develop a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the LEA's LCAP. Finally, the plan shall be discussed and adopted at a regularly scheduled board meeting of the LEA's governing body. The LEA must report to the Superintendent of Public Instruction regarding the adopted plan on or before March 1, 2019. Grant recipients must also report to the SPI on or before November 1, 2021 regarding the implementation of the plan including strategies used and whether the plan increased the academic performance of the target pupils.

| District Name | County District School (CDS) Code | Local Board Approval Date |
|---|---|---|
| Jefferson School District | 39-68544-0000 | February 12, 2019 |

Summarize how the funds will be used to increase or improve evidence-based services for the pupils identified.

We will use the Low Performing Block Grant to fund additional academic supports including after school interventions and summer school. Students who have low performance in English Language Arts and/or mathematics will receive support in their areas of need. Funds will be used for salaries and benefits for staff. The LEA will provide all staff Professional Development in supporting low performing students in ELA and Math.

How will the effectiveness of the evidence-based services be measured?

We will measure the students using Interim Assessment Block (IAB) materials available from the California Department of Education. Using the California Assessment of Student Performance and Progress (CAASPP) IAB assessments multiple times a year will allow us to see if what we are doing is effective and make the necessary changes in ELA and Mathematics instruction according to data generated from the assessments.

Additional data to review district wide includes:

- Suspensions and office referral data collection

- Student participation in classrooms
- Academic outcomes: Grades and Assessment Data

How are services aligned with and described in the LEA's local control and accountability plan?

LCAP Goal 1: Actions
1.2: Maintain all-day kindergarten and transitional kindergarten including one hour of instructional aide support.
1.4: Continue to include GLAD strategies in all classrooms.
1.5: Provide two in-service days on meeting the needs of diverse learners.
1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.
1.7: Maintain summer school for those students that are not meeting academic standards.
1.8: Monitor and refine the Multi-Tiered System of Supports district-wide.
1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

LCAP Goal 2: Actions
AS 2.3: Provide a research based Social Emotional Learning program that promotes social emotional wellness.
AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

LCAP Goal 3: Actions
3.2: Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.

**Stakeholder Input**

To ensure community input, the plan shall be discussed and adopted at the regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing board of the charter school.

**Services & Proposed Expenditures**

Complete the following table for each of the services and expenditures. Add rows to the table as needed.

| Services | Expenditures |
| --- | --- |
| Professional development activities for certificated staff | $250,000 |
| Instructional materials | $11,852 |
| Additional supports for pupils | $80,000 |
| TOTAL | $341,852 |

EC 41570: (f) (1) As a condition for receiving grant funds pursuant to this section, a school district, county office of education, or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified pursuant to subdivision (d) to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan required pursuant to Section 52060, the county superintendent of schools' local control and accountability plan required pursuant to Section 52066, or the charter school's local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5, as applicable. To ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing body of the charter school. (2) Grant recipients shall report to the Superintendent on or before March 1, 2019, regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified pursuant to subdivision (d). On or before November 1, 2021, grant recipients shall report to the Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified pursuant subdivision (d).