



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date: February 21, 2019

Subject: Approve Low-Performing Students Block Grant

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

Division: Academic Office & Continuous Improvement and Accountability

Recommendation: Staff recommends the approval of the plan for the Low-Performing Students Block Grant.

Background/Rationale: This presentation outlines the parameters of the Low-Performing Students Block Grant and the district's plan to utilize the funds.

Financial Considerations: The district will receive \$1,792,254 in grant funds from CDE to target 907 state-identified low-performing students.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Physically and Emotionally Healthy Learning Environment

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Vincent Harris, Chief, Continuous Improvement and Accountability

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary Academic Office & Continuous Improvement and Accountability

Low-Performing Students Block Grant
February 21, 2019



I. Overview

The Low-Performing Students Block Grant (LPSBG) is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEAs) serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d).

As a condition of apportionment, a school district will 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 will include information regarding how the services align with and are described in the school district's local control and accountability plan (LCAP). In order to ensure community and stakeholder input, the plan must be discussed and adopted at a regularly scheduled meeting by the governing board of the school district.

II. Driving Governance

The district's Equity, Access, and Social Justice Guiding Principle, calls for all students to be given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Vital to actualizing this principle is providing targeted academic and social/emotional supports to those students identified as "low performing" to prepare them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, (dis)ability, language proficiency, and life circumstance.

Our goal is for all schools to hold students to the highest academic expectations, which is also evident in the district's Local Control Accountability Plan (LCAP) goal one's focus of increasing the percent of students who are on track to graduate college and career ready, as well as goal two's commitment that students will be engaged with a safe, physically and emotionally healthy learning environment.

III. Budget

The Low-Performing Student Block Grant funding is \$1,792,254. Funds can be used in 2018-19, 2019-20, and/or 2020-21. The first apportionment of approximately 50% of funds occurred in December 2018, with the remainder scheduled to be released in May/June 2019. Funds may not be used until the plan has been presented to the Board of Education and submitted to the CDE.

IV. Goals, Objectives and Measures

The goal of the LPSBG is to accelerate academic achievement in English Language Arts and Math for 907 low-performing students.

**Board of Education Executive Summary
Academic Office &
Continuous Improvement and Accountability**

Low-Performing Students Block Grant
February 21, 2019



V. Major Initiatives

All students for the funding opportunity have been 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 group roughly includes 7.1% of district African American students; 6.5% of students identifying as 2+ races; 5.9% of white students; 4.9% of Hispanic students; 4% of American Indian students; 2.6% of Asian students, and 1.3% of Native Hawaiian students.

Building on recommendations brought forth by the district's Graduation Taskforce and African American Taskforce and priorities set forth in the LCAP, the Low-Performing Student Block Grant Plan includes the following strategies:

- a) Expanding learning through summer programming for lowest-performing students, coupled with professional learning for teachers (K-6th) on serving under-performing students;
- b) Expanded learning opportunities after school for elementary students and 0 and 7th period options in middle and high school
- c) School day interventions and supports; and
- d) Positive school culture/climate-building initiatives

Summer Learning Program

An expanded learning summer program targeting our lowest-performing students in grades K-6. The program will be designed to strengthen the student's fundamental English Language Arts (ELA) and math skills and overall grade-level readiness by engaging them in creative and hands-on learning experiences. Classes will be taught by qualified district teachers in a safe, structured and friendly learning environment.

Professional learning will be provided for K-6th teachers during summer school on evidence-based techniques and strategies for serving underperforming students including the use of technology-based learning tools. Teachers will engage in weekly professional learning and daily collaboration to plan lessons, analyze student work, and monitor student learning progress.

Alignment with LCAP

GOAL 1 - College, Career and Life Ready Graduates

GOAL 2 - Safe, Emotionally Healthy and Engaged Students

How Services Will Be Measured

Summer School: Pre-and-post assessments, CAASPP scores for applicable grade levels, and course performance in math and ELA

Board of Education Executive Summary Academic Office & Continuous Improvement and Accountability

Low-Performing Students Block Grant
February 21, 2019



Professional Learning: Participant attendance, pre-and-post session surveys; classroom observation

After School Tutoring

Through a Request for Proposal process, community-based providers will be selected to provide after-school tutoring to identified elementary school students and zero or seventh period tutoring to middle and high school students. Selected agencies will provide interventions at least three hours a week for academically low-achieving students. Providers will have a demonstrated track record of success in impacting academic achievement for the student population to be served.

Alignment with LCAP

GOAL 1 - College, Career and Life Ready Graduates

How Services Will Be Measured

Pre and post assessments, formative assessments; district benchmark assessments, CAASPP scores for applicable grade levels, and course performance

School Day Interventions and Supports

The district will explore contracting with retired teachers to push in to classes and teach small groups and/or partner with organizations such as Reading Partners to provide reading support and tutoring during the school day. Students will be assessed to identify specific areas of need to target instruction and progress will be monitored.

Alignment with LCAP

GOAL 1 - College, Career and Life Ready Graduates

How Services Will Be Measured

Pre and post assessments; district benchmark assessments, CAASPP scores for applicable grade levels, and course performance in math and ELA.

Positive Culture/Climate Initiatives

Professional learning opportunities will be provided for district staff on topics such as: alternatives to exclusionary discipline and conflict resolution strategies; student-centered restorative justice practices; cultural humility and competency strategies; implications of embedded implicit/explicit and unconscious bias; how to assess and integrate cultural sensitivity and humility; growth mindset; trauma informed practices (e.g. - racialized traumatic stress); mindfulness and cognitive behavioral therapy strategies; and/or responsive classroom teaching strategies and management techniques. Sites will be identified based on high

Board of Education Executive Summary Academic Office & Continuous Improvement and Accountability

Low-Performing Students Block Grant
February 21, 2019



concentrations of lowest performing students and high rates of suspensions. Sites will form leadership teams who will meet on an ongoing basis to identify the site's approach to building positive school climate, assess needs, analyze climate data to assess impact and inform improvements, and monitor the sites implementation of positive school climate strategies. SCUSD may contract with vetted outside providers or facilitators to offer these learning sessions.

Alignment with LCAP

GOAL 2 - Safe, Emotionally Healthy and Engaged Students

How Services Will Be Measured

Participant attendance, pre-and-post session surveys; annual school climate survey; attendance data; behavior data, classroom observation data,

VI. Results

N/A

VII. Lessons Learned/Next Steps

The Low-Performing Students Block Grant (LPSBG) requires eligible local educational agencies receiving LPSBG funds to report to the State Superintendent of Public Instruction on the adopted plan to use the grant funds to increase the academic performance of the identified pupils. EC Section 41570 also requires the California Department of Education (CDE) to compile and report this information to the appropriate policy and fiscal committees of the Legislature. LEAs must report the required information using a web-based reporting tool on or before March 1, 2019. In order to submit this report, all questions must be answered.

The CDE will compile and submit the information received through this web-based reporting tool to the State Superintendent of Public Instruction and the appropriate policy and fiscal committees of the Legislature on behalf of all LPSBG-eligible LEAs. The final apportionment of LPSBG funds to the LEA is contingent upon completing and submitting this report. LEAs that do not submit this report will be required to return to the CDE all LPSBG funds that it may have received.

The district will be required to complete a final report by November 1, 2021, outlining the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified pursuant to EC Section 41570(d).