

**Low Performing Students Block Grant
Implementation Plan for Campbell Union School District (CUSD)
2019-2020**

With the passage of AB 1808 in June 2018 CUSD will receive the sum of \$460,412 to be allocated in support of pupils identified as low-performing on state English Language Arts and/or Mathematics assessments who are not otherwise identified for supplemental grant funding under Local Control Funding Formula or eligible for special education services.

In CUSD we examined the most recent (2017-18) Smarter Balanced Assessment data to identify the students by name in order to ensure they are receiving the supports outlined in this plan.

The goal of the plan is to provide evidence-based services for identified pupils in order to accelerate increases in academic achievement in the area of English Language Arts and Math. All of the services in this plan will support the school's Local Control and Accountability Plan and align to one of the four goals in the plan. Those goals are:

Goal 1: Provide high quality teaching and learning that promotes opportunity for applying knowledge.

Goal 2: Ensure that students are college and future ready by equipping them with the 21st Century learning skills aligned to the Profile of a Graduate. (Self-Directed, Innovative, Critical Thinker, Collaborative, Empathetic). Close all the identified achievement gaps.

Goal 3: Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.

Goal 4: Fully engage parents/guardians, students and the community in support of student educational outcomes.

The funds will be allocated to the middle and elementary schools in the same manner but because CUSD has 11 charter schools it is required that there is a plan for each individual charter school receiving funds.

BlackfordSchool: Summary of how funds will be used to increase or improve services for identified pupils:

All identified students will have access to iReady in both Reading and Math. iReady research supports that students who receive 45 minutes of instruction weekly demonstrate increased academic achievement. iReady can be used at home and school and we will ensure that all identified students are getting the time weekly to work on skills at their level. Students who are identified in the area of math will get additional support by working with a district math Teacher on special assignment. Increasing teacher efficacy and assessment practices is essential for improving student outcomes. Identified students will receive reading intervention during the school day and they will be invited to out of school time programs to receive homework and tutoring support.

Blackford School: Summary of how the effectiveness of the services will be measured:

All of the services provided will be closely monitored in a variety of ways. iReady proficiency and growth performance will be monitored quarterly after students complete assessments. . Reading intervention data is monitored every six weeks to determine what skill gaps still exist. In addition to academic data, student attendance and tardies will also be monitored to ensure they are receiving the maximum amount of instructional time.

Blackford School: Summary of how services align to services in the LCAP

Goal 1 of the LCAP ensures that students will receive high quality first instruction. In order to guarantee high quality instruction teachers must feel competent with the skills, standards and the learning outcomes for students. Professional development will build teacher capacity to improve instruction as well as help them monitor student progress. Coaching is a proven way to increase teacher efficacy. The hiring of a part time math coach will help support training and coaching needs for teachers. Goal 2 of the LCAP identifies the need to close the achievement gap and additional instructional time will be provided to students who require time. Student data will be monitored by the site based teacher on special assignment who will then help students set goals and provide additional tutoring as needed. Identified students will be invited to the after school and/or summer program for additional instructional time. Assessment data will be monitored at the school and district level by creating a cohort group in Datazone.

Castlemont School: Summary of how funds will be used to increase or improve services for identified pupils:

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