

Low Performing Students Block Grant

2018-19 through 2020-21

Executive Summary for Board Information and Approval

The Santa Monica-Malibu Unified school district is eligible to receive \$ 452,510 under the Low Performing Students Block Grant to serve pupils identified as low-performing on state English language arts (ELA) 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). This is a new state grant program established by Assembly Bill 1808 in June 2018. Funding for the grant is allocated in the 2018-19 school year and is available for expenditure or encumbrance through the 2020-21 fiscal year.

The funding allocation for Santa Monica-Malibu Unified School district was based on 229 students, not included in the unduplicated pupil groups (low-income, foster youth, English learners), and not identified for special education services, who did not meet standard (level 1), on the most recent CAASPP assessment, in ELA and mathematics or did not meet standard in one of those areas and either nearly met standard (level 2) in the other area, or did not have a valid score in the other area.

As a condition of receiving an apportionment, the school district is required to 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 must be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

The plan adopted by the governing board must be aligned with and described in the district's Local Control and Accountability Plan (LCAP). The plan presented here describes how all requirements will be met for the Santa Monica-Malibu Unified school district (*or charter school*). Additional detail regarding specific actions and services to address the needs of identified pupils will be included in the district's 2019-20 LCAP and Annual Update which will be presented to the board for approval in June 2019 and updated annually.

Santa Monica-Malibu Unified School District
Low Performing Students Block Grant
District Plan
2018-19 – 2020-21

(Plan may encompass the three years of the grant or be updated annually based as determined by the LEA.)

Identified Needs:

Although the original allocation was based on a student count from the 2016-17 year, we have identified 189 unduplicated students based on their 2018 Smarter Balanced test results. We have created a custom group in our Student Information System (SIS) to track the progress of these students easily. Furthermore, this allows us to have the most updated list based on real-time data, to include newly enrolled eligible students or when new scores are available. Below is the grade level break down of identified students

Grade Level	4 th	5 th	6 th	7 th	8 th	9 th	12 th	Total
Std. Count	14	16	18	23	35	42	41	189

Evidence-based Increased or Improved Services to Improve Academic Achievement:

The district will increase or improve services for students not included in the unduplicated pupil groups (low-income, foster youth, English learners), and not identified for special education services district wide by providing the following evidence-based services directly supporting pupil academic achievement to accelerate increases in pupil academic achievement of identified students.

- Professional development activities for certificated staff (*describe professional development activities to be implemented to accelerate increases in academic achievement for identified students*)
 - Ongoing professional development and support will be provided to teachers on differentiation in the areas of English language arts and mathematics. In addition, professional development will be provided to staff on the implementation of the identified supplemental resources that will be used to provide learning opportunities before or after school for identified students. These resources may also be used to provide additional supports. in the classroom
- Instructional materials (*describe the types of materials to be provided to accelerate increases in academic achievement of identified students*)
 - District staff will review research-based materials for grades 4th -12th and identify additional supplemental/interventional resources in English language arts and mathematics that sites will use to address the learning needs of identified students. These resources may include online instructional materials such as Fast ForWord Language and Reading Intervention, Renaissance Learning, DreamBox Learning, and Khan Academy.

- Other supports for pupils (describe other services to be implemented to support identified students in accelerate increases in academic achievement)
 - Funds will be allocated school sites to provide students extended learning opportunities before or after school during the school year in order to address identified need and accelerate learning in English language arts and/or mathematics.
 - Certificated staff will implement identified supplemental/intervention resources and teacher created materials in a blended learning model approach during extended learning opportunities.

Measurement of Effectiveness:

- Actions and services implemented to support students not included in the unduplicated pupil groups and not identified for special education, will be reviewed annually through the LCAP Annual Update and Analysis of Effectiveness of actions in the LCAP. Actions found ineffective or minimally effective will be revised or replaced in the following year.
- Measures that will be used to determine effectiveness include: District wide interim assessments and CAASPP results in English language arts and math. In addition, we will use the formative assessment reports from the identified supplemental intervention programs in English language arts and mathematics.

Other: _____

Alignment with LCAP:

- Outcomes and activities for identified students will be included the district LCAP and aligned with goals for all students as identified in the LCAP.
- LCAP outcomes will be reviewed annually to identify and address achievement gaps for identified students/student groups toward district goals.
- Professional development activities will be designed to support teachers in ensuring identified students achieve in all state priority areas as determined by outcomes in the district LCAP.

Other _____