

Low Performing Students Block Grant Proposal (LPSBG), First Review

**Pleasanton Unified School District
Board of Education Meeting
February 12, 2019**



BACKGROUND

The California Department of Education (CDE) will allocate LPSBG funds during the 2018–19 fiscal year (FY) to eligible school district that serve pupils 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.

[1/27 Weekly Board Communication](#)



BACKGROUND

Who:

- Low Performing Students based on CAASPP (California Assessment of Student Performance & Progress) English Language Arts/Math who are not meeting/exceeding standards,
- Not identified as English Learners, Socio-Economic Disadvantaged, Homeless, Foster or Special Education



BACKGROUND

When:

March 2019 -November 2021

- Block Grant Plan will be shared with Pleasanton USD Board of Education on February 12 & 26, 2019
- Block Grant Plan submitted to CDE by March 1, 2019
- Block Grant Plan Implementation completion submitted to CDE by November 1, 2021



PLAN DEVELOPMENT

School districts must 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.



PLAN DEVELOPMENT

The plan shall include information regarding how the services align with and are described in the school district's Local Control and Accountability Plan (LCAP), the county superintendent's LCAP, or the charter school's LCAP.



GUIDING PRINCIPLES

- Align with the District's Organizational Goals and Local Control & Accountability Plan (LCAP)
- Focus on our Multi-tiered System of Supports (MTSS) and Response to Instruction and Intervention (RTI²) research and evidence based best practices
- Target strategies in order to measure student success based on baseline data



2019-20 PROPOSED PLAN FOR GRANT FUNDING - \$456,462

- College and Career Readiness Activities
- Positive Behavior Intervention and Support (PBIS) Activities
- Professional Development and support for Culturally Relevant Pedagogy
- Co-fund Reading/English Learner Support Specialists (RESS) at Elementary
- Increase sections allocated for the Intervention Specialists at Secondary Schools (one additional section per school); this will bring the overall total to three sections per comprehensive middle and high school
- District Mentor [Program](#) for identified students

Budget Proposal for LPSBG Funding



ALIGNMENT WITH LCAP

- All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.
- We will optimize student learning by utilizing innovative technologies.
- Every student will feel safe, respected, and enjoy positive connections.
- All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS (Common Core State Standards).
- Parents/Guardians will develop a deeper understanding of the educational system and the decision making process of the Local Control Accountability Plan so that they can provide support for their children as they learn the CCSS and NGSS standards in the 21st Century classroom



MEASURING STUDENT GROWTH

Elementary Schools

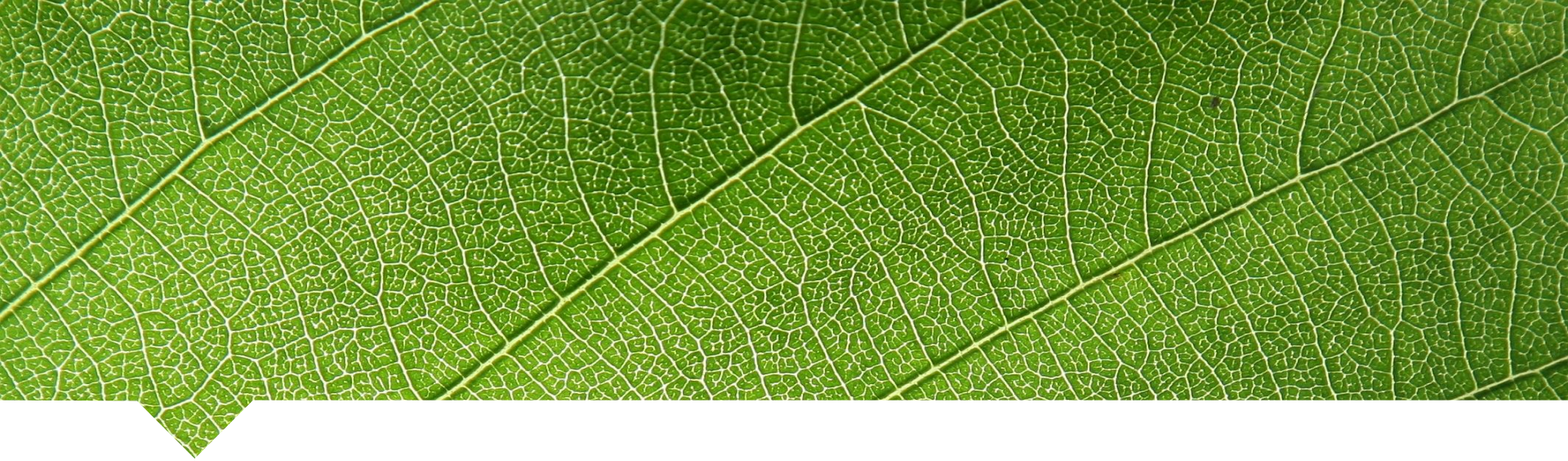
- Benchmark Assessment System (BAS)
- District Literacy Assessment (DLA)
- DIBELS
- Measures of Academic Progress (MAP)
(tentative)

Secondary School

- D/F Grade (6-12)
- A-G Completion (9-12)

All Levels

- Suspension/Behavior (PBIS) Data
- CAASPP (3-8, 11)



PUBLIC INPUT

In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.

RECOMMENDATION & NEXT STEPS



- **Trustees are requested to review and provide input to the LPSBG Proposal**
- **Staff will present the LPSBG Proposal at the February 26th Board of Education for final review and approval**
- **Staff will continue to reach out to various stakeholders for input on the LPSBG Proposal and make adjustments as needed to further address the academic achievement of the identified low performing students**
- **Quarterly updates will be shared with Trustees on the LPSBG progress underway**

DEFINITION OF TERMS

- **LPSBG**-Low Performing Students Block Grant
- **CDE**-California Department of Education
- **LCAP**-Local Control and Accountability Plan
- **CCSS**-Common Core State Standards
- **CAASPP**-California Assessment of Student Progress and Performance
- **BAS**-Benchmark Assessment System
- **DLA**-District Literacy Assessment
- **MTSS**-Multi Tiered System of Supports
- **RTI**-Response to Intervention
- **PBIS**-Positive Intervention Behavior and Support
- **RESS**-Reading and English Learner Support Specialist