

Low Performing School Block Grant (LPSBG) Plan

The LPSBG provides funds for local educational agencies (LEAs) serving students 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 (LCFF), or eligible for special education services.

The LPSBG allocated \$499,934 for Paso Robles Joint Unified School District. 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.

Questions to Address within the LPSBG Plan:

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

Funds from the LPSBG will be used to provide academic and social emotional support for targeted students in the early and middle years, and will increase supports for elementary mathematics and literacy instruction. A .6 FTE Elementary TOSA will be funded to provide literacy instruction for targeted low performing students. In addition, a Middle School Opportunity teacher and paraeducator will be hired to increase behavioral and academic supports for low performing middle school students. Professional development and supplemental materials for social emotional learning, mathematics, and early literacy will be purchased and teachers will be hired to provide before/after school ELA and math intervention tutoring to increase instructional access for low performing students elementary students.

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

To measure the effectiveness of these services, staff will use student achievement on local academic benchmark assessments, the Healthy Kids Survey data, and staff will monitor the progress of identified students through collaborative Intervention Team meetings. In addition, staff will meet in Achievement Teams to collaborate around how these improved services for low performing students is making an impact on their connectivity to school and their academic and social emotional success.

3. How are services aligned with and described in the LEA's Local Control and Accountability Plan (LCAP)?

These services are in direct alignment with the services within Goal 3 and Goal 4 of the PRJUSD LCAP:

- **Goal 3: PRJUSD will provide additional services and supports to ensure social emotional and academic growth for English Learners, Homeless, Low Income, Foster and Students with Disabilities.**
- **Goal 4: PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families and staff.**

This expansion of services will allow more students to receive services.

4. On what date was the LPGB Plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school?

02/26/2019

LPSBG Budget \$499,934

	<u>Annual Cost</u>
<u>2018-2019</u> Middle/High School Professional Development - Math	\$10,682
<u>2019-2020</u> Elementary Literacy TOSA (.6 FTE) Middle School Opportunity Teacher Opportunity Paraeducator Social Emotional Learning Curriculum Early Literacy Supplemental Materials & PD Elem. Before/After School ELA/Math Tutoring	\$74,465 \$75,000 \$25,039 \$10,154 \$11,936 \$54,000
<u>2020-2021</u> Elementary Literacy TOSA Middle School Opportunity Teacher Opportunity Paraeducator Elem. Before/After School ELA/Math Tutoring	\$74,465 \$75,000 \$25,039 \$54,000
3 Year Total	\$499,934