



Fairfield-Suisun Unified School District
 February 7, 2019 Governing Board Meeting
 15B. Information

**Low Performing Student Block Grant (LPSBG)
 District Plan
 March 1, 2019 - June 30, 2021**

I. Background

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 a condition of apportionment, the District shall 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.

II. Funding Criteria

California Education Code (EC) Section 41570(f)(1) requires as a condition of receiving LPSBG funds, the District must:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified in EC Section 41570(d) to accelerate increases in academic achievement, and how the effectiveness of services will be measured.
- The plan shall include information regarding how the services align with and are described in the District's Local Control and Accountability Plan (LCAP).
- The plan shall be discussed and adopted at a regularly scheduled meeting by the Governing Board.

Funds shall be used for evidence-based services that directly support pupil academic achievement. Eligible activities include, but are not limited to the following:

- Professional development activities for certificated staff
- Instructional materials
- Additional supports for pupils

III. Fairfield-Suisun Unified School District Allocation

The California Department of Education applied the criteria outlined in Education Code 41570(d) and determined the District had 960 students meet the qualifications during the 2016-2017 academic year. As a result, the District will receive \$1,896,000 to provide a targeted programs that support the needs of "underperforming students" who do not already receive support from programs funded by specific state and/or federal dollars. As such, these funds cannot be used to further support the needs of students identified as English Learners, Socio-Economically Disadvantaged, Foster Youth, or Special Education.

IV. Plan

A. Provide the rationale for the plan

In reviewing “Low Performing Student Block Grant” student data criteria, the Educational Services team agreed the greatest focus should be at targeted schools and serving students in grades 6-9. In reviewing recent California Assessment of Student Performance and Progress (CAASPP) data, we notice a widening of the Achievement Gap in Mathematics and English Language Arts for students in Grades 6-8, as well as Measures of Academic Progress (MAP) in grades 6-9. This plan targets students in this gap area with increased support for schools, teachers, and students.

Though all students who meet the qualifying conditions may receive support through this grant, given the most recent CAASPP and MAP data, primary focus will be to support students in grades 6-9 at the following schools:

- Armijo High School (1.5% of enrollment qualifies) - Grade 9
- B. Gale Wilson (17.5% of enrollment qualifies) - Grades 6-8
- Crystal Middle School (10.5% of enrollment qualifies) - Grades 6-8
- Dan O. Root II Health and Wellness Academy (3.1% of enrollment qualifies) - Grades 6-8
- Dover Academy for International Studies (3.0% of enrollment qualifies) - Grades 6-8
- Fairfield High School (2% of enrollment qualifies) - Grade 9
- Grange Middle School (5.5% of enrollment qualifies) - Grades 6-8
- Green Valley Middle School (7.6% of enrollment qualifies) - Grades 6-8
- Oakbrook Academy of the Arts (8.6% of enrollment qualifies) - Grades 6-8
- Rodriguez High School (2.7% of enrollment qualifies) - Grade 9
- Sheldon Academy of Innovative Learning (2.7% of enrollment qualifies) - Grades 6-8
- Suisun Valley K-8 School (2.8% of enrollment qualifies) - Grades 6-8
- Tolenas Elementary School (3.2% of enrollment qualifies) - Grade 6

B. Summarize how the funds will be used to increase or improve evidence-based services for pupils identified pursuant to EC Section 41570(d)

In order to address the needs of the students identified by these grant funds, the District will provide the following increased/improved services:

- B1. Provide additional sections at the middle schools and high schools so that students in grades 6-9 can be enrolled in a 7-period day to receive intervention.** The District currently provides intervention, using Read 180 curriculum, to students who are reading at least two grades below grade level. *Read 180* is built upon a foundation of research and in consultation with top educational researchers and practitioners. While the curriculum can be delivered in a one-hour block or a two-hour block, the District has implemented it as a one-hour block so that students would still have access to electives. Using these grant funds, the District will secure additional teachers so qualifying students can participate in a two-hour reading intervention block and participate in an elective course.

B2. Provide an out-of-school reading intervention program for identified 6, 7, and 8 graders at the K-8 schools. Using MAP data and formative assessments from the research based Springboard ELA curriculum, teachers will identify “low performing” students for short-term out-of-school interventions to pre-teach or re-teach essential skills and concepts using the interventions available in the Springboard ELA curriculum.

B3. Provide short-term academic intervention for 2-5 grade elementary students during non-school time. Using MAP data and formative assessments from the research based Benchmark Advanced and Everyday Math curricula, teachers will identify “low performing” students to participate in a research based intervention program with a focus on literacy and/or mathematics.

B4. Provide professional development for teachers and site administrators on instructional strategies that support students struggling in mathematics. The Open Up Resources 6-8 Math curriculum, authored by Illustrative Mathematics, is a research based and problem-based curriculum. These materials give students opportunities to make sense of problems and persevere in solving them. The professional development will focus on strategies that align with the Open Up Resources curriculum adoption in grades 6-8. All schools serving qualified students in grades 6-8 will receive access to professional development support on the implementation of Illustrative Math, with a specific focus on differentiating instruction to support the needs of a “low performing” student.

B5. Provide a mathematics intervention program for identified students in 6-8 grade to ensure students are ready for the rigor of Mathematics I in 9th grade. Using MAP data and formative assessments from the Open Up Resources curriculum, teachers will identify “low performing” students for short-term out-of-school interventions to pre-teach or re-teach essential skills and concepts using the Open Up Resources curriculum.

C. Describe how the effectiveness of the evidence-based services will be measured

The Fairfield-Suisun Unified School District uses MAP Growth as the interim assessment, three times per year, to precisely measure the academic growth and progress of each individual student. Data from the initial assessment will be used to place students in the intervention program.

After each test administration, the data will be monitored to measure each “low-performing” students’ academic growth. This data will be used to identify students to potentially exit the short-term after school intervention.

Additionally, teachers will use formative assessments embedded in the board adopted curriculum to assess student growth and determine next steps in intervention.

D. Describe how are services aligned with and described in the local educational agencies local control and accountability plan?

Goal 3 of the Fairfield-Suisun Unified School District's Local Control and Accountability Plan (LCAP) states, "Refine and expand targeted interventions and supports for students' academic, health, and social-emotional development. The plan for these funds directly align with this goal, as well as the actions and services identified in the plan to address this goal. There are four actions/services in the LCAP that align directly with the LPSBG plan:

- 3.8 - Elementary and Secondary Education will implement a plan to expand Multi-Tiered System of Supports, which includes PBIS, RTI, and Social-Emotional tiered structure.
- 3.10 - Implement and refine the comprehensive professional development plan.
- 3.15 - Provide FSUSD administration with professional development on how to disaggregate data and use it to drive changes at the school, as well as how to use the data to impact instruction.
- 3.16 - Implement a reading intervention program that better targets the needs at the secondary level.

V. Reviewed by FSUSD Governing Board: February 4, 2019
Approved by FSUSD Governing Board: _____