



Low Performing Student Block Grant Plan

How will the LEA identify Low Performing students to ensure services are directed to these students?

(Low Performing students are students who scored Level 1 on either the Math or Language Arts Smarter Balanced Assessment. They do not meet the criteria for special education or the unduplicated student designation.)

Wheatland School District will identify Low Performing students using CAASPP scores from the most recent school year, focusing on students who scored Level 1 on either the Math or Language Arts Smarter Balanced Assessment. Using the student information system (Aeries), queries will be used to identify unduplicated students by each school in all grades that qualify so a database can be created to track services and effectiveness of services provided through the block grant funding. We will also use local benchmark assessments as well as longitudinal scores of qualifying students to validate student needs. We are working towards implementation of MTSS, with the Yuba County Office of Education that will support sustainability when identifying and assessing student achievement.

How will these funds directly increase or improve evidence-based services for the identified pupils?

(Ex. Materials, Professional Development, Intervention software, other additional support)

Funds will be used to directly increase and improve evidence-based services for identified pupils. Based on student outcomes, we have identified our highest areas of needs in early literacy and math achievement outcomes.

*To provide additional **tiered literacy supports**, the funds will be used to increase our capacity with Renaissance Learning in addition to our Literacy & Intervention programs. We will provide support through MTSS Tier 2 reading interventions for students in the areas of fluency and comprehension. We will continue with MTSS Tier 3 general education support for decoding, phonics and vocabulary building. Funds will be used to acquire program licenses and class libraries as well as professional development for staff. Money from this grant will be used to support **Tiered 2 Math support** similar to how we support groups of students with leveled literacy support. The district will be exploring and expanding Math intervention supports (i.e. Mody Max, etc). Funds will support exploration and program procurement as well as provide professional development to support implementation.*

Intervention programs such as the Sonday System will be purchased with these funds to provide curriculum to respond to district wide screening of all students for Dyslexia. In addition to using the money to purchase the system, money will be used to fund professional development for staff.

*A **Multi-Tiered System of Support ½ time Psychologist** will be funded to identify, monitor and exit students throughout the tiered systems of support as well as lead professional development. The MTSS Psychologist will focus their efforts on supporting K-5 early literacy and math achievement outcomes as well as behavioral and social interventions for those students who scoring Level 1 on either the Math or Language Arts Smarter Balanced Assessment. The MTSS Psychologist will use a baseline database and track student progress, interventions and achievement. They will develop a system for prioritizing students for case management as well as an exit and entry system as students' progress.*

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

***We will monitor effectiveness using multiple measures of achievement metrics** such as reading assessments, lexile scores, and subsequent performance on the CAASPP. Additionally, tiered support programs such as Accelerated Reading, Leveled Literacy Intervention, Moby Max etc. have embedded assessments to track student growth on a more real time basis.*

How are these services aligned and described in the LCAP?

The Wheatland School District LCAP is structured according to a Multi-Tiered System of Support. We work with the Yuba County Office of Ed to ensure alignment of our the LCAP and MTSS goals. Services in the LCAP are delineated by tiers with structure of both the LCAP and SPSA (School Plans) arranged around the same goals and tiered core actions. (Tiered academic supports are described in Goal 1 actions 4 and 5 of the plans). Implementation is progressing, however is paced by available resources. Our assessment plan, tiered structure and mindset are already in place; our work now is directed toward refining instructional support strategies, developing monitoring capacity, and rounding out program offerings in response to measurable student needs. This grant will provide much needed support, for us to move forward, as we are positioned to immediately put it to work within our existing plan and framework. We also have a focus on staff development in order to see that our lowest performing students will be able to make gains and advance upwards from of level 1 on either the Math or Language Arts Smarter Balanced Assessment.