

LUCIA MAR UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Date: February 5, 2019
To: Andy Stenson, Superintendent
From: Hillery E. Dixon, Assistant Superintendent, Curriculum and Instruction
Subject: Report, Plan for Low Performing Student Block Grant Funds

Background:

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California Education Code (EC), Section 41570(d).

The one-time money is aimed at a group of students who had been overlooked under the Local Control Funding Formula, the main source of general purpose funding for school districts. The formula targets additional dollars to English learners and low-income, foster and migrant children. The Low-Performing Students Block Grant will reach low-performing students who don’t fit under any of those categories, which is about 4 percent of the 3.2 million students tested in California. Students with disabilities will be excluded, since they already get extra money from another source of state funding. School districts will have considerable flexibility with the funding, which they can spend over the next three years.

The LEA must submit two reports to the State Superintendent of Public Instruction:

1. Required Report Number One: On or before March 1, 2019, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to EC Section 41570(d).
2. Required Report Number Two: On or before November 1, 2021, all eligible LEAs that have accepted LPSBG funds are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).

Recommendation Report only

Fiscal Impact: LMUSD will receive \$729,153 to be spent over a three year period

Board Goal Reference: Goal # 1--Student Achievement

Contact Person(s): Hillery E. Dixon, Assistant Superintendent, Curriculum and Instruction
Jim Empey, Director of Secondary Education

Low Performing Student Block Grant

Background Information

The Low Performing Student Block Grant (LPSBG) is one-time money made eligible through the adoption of the state's 2018/19 budget. As state revenues exceeded expectations, the state was left with excess funds to be applied in a targeted, one-time disbursement. Unlike the Local Control Accountability Plan (LCAP), which disburses funds based on free/reduced lunch, foster youth, and English Learner counts, the LPSBG grant created an equitable distribution of funds based on the percentage of students scoring at the lowest level on state testing in the 2016/17 school year. For Lucia Mar, this equates to an estimated amount of **\$729,153**.

This funding is to be spent over a three year period ending June 30, 2021.

Similar to LCAP funds, the planned use of these funds should focus on the needs of these students, but may also incorporate broader, research-based practices that will improve learning for all students needing academic supports. Specifically, the California Department of Education has given guidance to districts that these dollars should serve three primary needs:

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

As stated in the Needs Assessment and Plan elements below, it should be noted that Lucia Mar staff has crafted a plan to address all three state-desired areas.

We are required to report our LPSBG Spending Plan to the CDE by March 1, 2019. <https://surveys2.cde.ca.gov/s.asp?k=153998776132>. Additionally, we are required to report the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified by Nov 1, 2021.

Needs Assessment

To create the plan detailed below, the Curriculum Department completed a thorough needs assessment. The first place we looked was at CAASPP data.

Math

		Year / % Met/Exceed			
Type	Scho...	2015	2016	2017	2018
Dis...	ATA...	37	40	38	40
	LMU...	31	37	37	39
	PASO	33	36	35	36
	SLO	50	59	62	62
Ele...	BR	58	58	50	61
	DA	26	31	29	35
	FA	32	34	32	39
	GB	24	25	26	30
	GH	36	43	43	46
	HA	48	52	52	57
	LA	35	38	32	34
	NI	31	31	27	30
	OC	25	29	19	28
	OV	51	57	60	61
	SB	57	54	55	45

ELA

		Year / % Met/Exceed			
Type	Scho...	2015	2016	2017	2018
Dis...	ATA...	51	52	52	52
	LMU...	44	50	51	58
	PASO	43	49	49	49
	SLO	59	65	67	68
Ele...	BR	62	64	63	69
	DA	32	41	40	49
	FA	35	42	40	44
	GB	33	33	37	41
	GH	43	54	46	52
	HA	53	61	58	64
	LA	42	48	45	42
	NI	34	31	37	42
	OC	34	35	28	35
	OV	61	71	72	78
	SB	67	67	63	70

A quick comparison in multi-year performance on the CAASPP reveals lower overall levels of performance in mathematics, and also inconsistent performance in the percentage of students meeting or exceeding the math state benchmarks in mathematics.

We also analyzed the current supports in place for ELA and math. Through the LCAP, we currently fund math intervention support sections at the high schools and middle schools. However, in elementary schools we target ELA intervention. Every elementary site currently has at least .6 FTE for ELA intervention. Many sites have 1.6 FTE or more, through a combination of LCAP and/or site categorical funding. Some sites offer an online math intervention support program (such as Dreambox, PathBlazer, etc.), while others are just starting to experiment with that. It is clear that math intervention support is minimal and inconsistent among elementary sites at this time.

Through our listening tours and many informal conversations, we know that teachers, principals, and parents recognize that we have a significant need in mathematics instruction. We also know that the more prepared our students can be when they enter middle and high school, the more likely it will be that they will successfully complete Algebra I, and for many of them, Algebra II and beyond.

Plan

The Curriculum Department has been meeting with a "Math Minds" group at various times throughout this year to work on issues related to math. The team is made up of teachers from all levels who have a specific interest in math performance and instruction. Their top suggestion regarding improving math achievement is to focus on initial math instruction. This aligns with our Student Achievement board goal, with a specific focus on the strategic initiative that states: "Focus On Tier 1 RtI Effective First Teaching, With Student Mastery Of The CCSS." To achieve this target, the team strongly suggested hiring a math TOSA for elementary school, to provide

focused professional learning on best practices in the elementary math classroom. This person would organize math intervention and PD with the help of 20% math intervention teachers, site TOSAs and ILT members.

Along with effective first instruction in mathematics, we also recognize the need for math intervention opportunities for our elementary students. To that end, we propose shifting a portion of the 40% TOSA allotment from the LCAP for elementary sites to provide 20% TOSA, 20% math intervention, and 60% reading intervention. We believe that a minimum offering of math intervention at every elementary site is critical. While sites may add more math intervention or augment additional funds to the TOSA position on top of this, this will guarantee that some of our neediest students receive the math support that they require.

The second big need is release time for teachers to collaborate and receive PD together. By having a district math TOSA and a team of “super” subs we will be able to provide that. Our concept is that this sub team would come to a site on a designated day to provide release time for a particular grade level to work with the math TOSA on defined PD related to mathematics. This plan would work in a similar way to the SPED sub team--that team heads to sites on specifically calendared days to provide release time to attend IEPs. To encourage quality teachers (such as our retirees) to apply we will pay them a “super” sub rate of \$150/day- \$35 more than the regular daily sub pay. We already fund the SPED sub team at this rate.

Each site “visit” could equate to seeing one grade level teacher team in the AM and the other in the PM. Alternatively, we could release a grade level team for the entire day, allowing for more in-depth work with the TOSA. We will work with our sites and teachers to define which model would be most effective for them. Depending on the model we choose, teachers could expect 2-3 full days of PD at some point during the year, with the remaining days spent in key grade levels or at sites that are ready to go deeper. If we select the half day model, teachers would have between 3-6 half days of PD over the course of the year.

It is critically important to analyze the success of any initiative before we commit to continuing it. Thus, we will elicit feedback from elementary sites throughout the first year of the PD program to ensure that the TOSA and sub team are an effective approach. If it appears that this approach isn’t working, we will look to make adjustments in the second year of the plan.

Possible funding structure

Teacher Support and PD		Direct Student Intervention	
Professional Development, substitute release	\$340,000	20% Math Intervention for 2019/20 and 2020/21	Approx. \$386,000
		Intervention Instructional Materials	\$3,153
Two year total for LPSBG Plan \$729,153			