



Central Unified School District - Spring 2019
Proposal to Receive Low Performing Student Block Grant Funds
Amount: \$1,199,477

General Overview: The Low-Performing Students Block Grant is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEA's) 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 specified in Education Code (EC) Section 41570(d). In Central Unified, there are 607 students that were identified as meeting the criteria of this grant program. Funding criteria was based on \$1,976.02 per eligible student.

In order to receive funding, the district is required to submit a brief overview of planned services to improve academic performance of students. This plan must be presented to the local Board of Trustees and be submitted to the CDE no later than March 1, 2019.

Plan Overview:

1) Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (0 of 1,050 maximum characters)

Funds procured from this block grant will be used to (1) improve students' problem solving skills through the use of cognitive and metacognitive strategies, (2) obtain empirical evidence to assist in building up students' self-efficacy as they modify their approach to solve mathematical problems, and (3) increase independence by providing students with the tools necessary to make sense of problems and persevere in solving them.

The project will serve well over 600 high-need students in grades Pre-K – 8. An emphasis on self-monitoring with guided instruction will be given to primary students and error analysis through the use of identifying patterns for students in the intermediate and middle grades. An innovative approach to writing, such as the use of journals in mathematics is one way to increase a student's metacognitive ability. Funds will cover the costs of curriculum materials, professional development necessary for teachers to implement in their classrooms, training for leadership and parent workshops.

2) How will the effectiveness of the evidence-based services be measured? (0 of 1,050 maximum characters)

Classroom observations of students using Self Talk strategies in Open Ended Tasks, Visual Mathematics, and Explicit Teacher Modeling will be conducted to determine whether the professional development provided has a direct positive impact on student outcomes. Data-walks will assist in determining effectiveness of services and next steps. Through the use of self-monitoring strategies, students will check their performance against a set of steps, look for

computational errors and make sure their answers are feasible. District and State assessments will be used to measure outcomes.

3) How are services aligned with and described in the LEA's local control and accountability plan? (0 of 1,050 maximum characters)

LCAP Goal 1 addresses our district commitment to improve academic achievement of all students. Specific actions within the our current LCAP plan that align to the proposed use of this grant funding are:

Action 3: Sustain a Multi-Tiered System of Support (MTSS Academic-Tier 1) to ensure academic achievement for at risk students, students with disabilities, and students that are gifted (GATE). Many Central USD students struggle to meet standards in ELA and Math as identified in the CA Dashboard. Central USD will provide Tier 1 services (identifying what each student needs in the classroom and designing services and instruction to match the needs of students) to all pupils by providing supplemental ELA and Math materials with specialized instruction to increase literacy and automaticity in ELA and Math.

Action 4: Our unduplicated students are some of the lowest performing on state assessments. To address that the LEA will continue to provide additional services for the Multi-Tiered System of Support (MTSS Academic-Tier 2-3) to ensure academic achievement for at risk students, students with disabilities, **low-performing students** and students that are gifted (GATE). Central USD will provide supplemental staff, instruction, and materials to support the MTSS-Academic Tiers 2-3 via Intervention, before/after school tutoring, Saturday School and Summer School to address the academic needs of unduplicated **and low-performing** students.