

**WILLOWS UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

**Management Report**

**DATE:** February 7, 2019

**AGENDA TOPIC:** Low-Performing Students Block Grant

**PRESENTER:** Ellen Hamilton, Director of State & Federal Programs

**BACKGROUND INFORMATION:**

The Low-Performing Students Block Grant 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 specified in Education Code (EC) Section 41570(d).

As a condition of apportionment, a school district, county office of education or charter school 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. The plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

LEAs shall report to the Superintendent of Public Instruction by March 1, 2019, regarding the adopted plan to use the funds, and by November 1, 2021, regarding the implementation of the plan, the strategies used and whether those strategies increased the academic performance of the identified pupils.

Funds shall be used for evidence-based services that directly support pupil academic achievement, including, but not limited to professional development activities for certificated staff, instructional materials, or additional supports for pupils.

**RECOMMENDATION:**

Approval is required.



**LOW-PERFORMING STUDENTS BLOCK GRANT  
2018-2019, 2019-2020, 2020-2021**

School Name	County-District-School (CDS) Code	Local Board Approval Date
Murdock Elementary School	11626616007603	February 7, 2019
Willows Intermediate School	11626616007611	
Willows High School	11626611132851	

# Acknowledgments

## **School Board of Trustees**

Jeromy Geiger  
Michelle Knight  
Alex Parisio  
Gina Taylor  
James C. Ward

## **District Personnel**

### **Superintendent's Office**

Dr. Mort Geivett, Superintendent

### **Curriculum / Data Personnel / Testing**

Ellen Hamilton, Director of State & Federal Programs

### **Financial Personnel**

Debbie Costello, Director of Business Services  
Nekki Bateman  
Dina Ibrahim

### **Site Administrators**

Stephen Montana, Principal, Murdock Elementary School  
Steve Sailsbery, Principal, Willows Intermediate School  
David Johnstone, Principal, Willows High School  
Ron Bazan, Assistant Principal, Murdock and Willows Intermediate School  
Tim Drury, Assistant Principal, Willows High School

## LOW-PERFORMING STUDENTS BLOCK GRANT

2018-2019, 2019-2020, 2020-2021

### Background:

The Low-Performing Students Block Grant 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. Additionally, these students 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).

### Required Eligibility Criteria:

As a condition of apportionment, a school district, county office of education or charter school 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. The plan shall be discussed and adopted at a regularly scheduled meeting of the LEA's governing board.

Funds shall be used for evidence-based services that directly support pupil academic achievement, including, but not limited to professional development activities for certificated staff, instructional materials, or additional supports for pupils. Willows Unified School District's preliminary entitlement amount is \$156,106.

### Student Identification:

The California Department of Education recommends using district's student information system (SIS) to identify students currently in the district who fit the identification criteria of the Low-Performing Students Block Grant (LPSBG) (*Education Code* Title 2, Division 3, Part 24, Chapter 3.2, Section 41570 [d]) by following these steps:

1. Identify all currently enrolled students who are NOT the following:

- Local Control Funding Formula (LCFF) eligible: Free & Reduced Price Meals (FRPM) eligible (including Homeless and Migrant students), English learners, or Foster Youth
- Students with Disabilities

2. Of the remaining students, identify those who scored Level 1 or 2 on *both* Math and English, which can be accessed in the Test Operations Management System (TOMS), and which most LEAs have downloaded into their SIS.

3. Districts may also wish to consult the “AB 1018 LPSBG Source Data File” located on the LPSBG web page at <https://www.cde.ca.gov/fg/aa/ca/lpsbg.asp>. The following column headings from that document illustrate all of the required elements:

(A)	(B)	(C)	(D)	(E)	(F)	(I)
<b><u>NOT</u> LCFF-Eligible <u>OR</u> SPED Enrollment</b>	Of (A): Count Where ELA Level = 1 AND Math Level = 1	Of (A): Count Where ELA Level = 1 AND Math Level = 2	Of (A): Count Where Math Level = 1 AND ELA Level = 2	Of (A): Count Where ELA Level = 1 AND Math Level = NV (Blanks or 9)	Of (A): Count Where Math Level = 1 AND ELA Level = NV (Blanks or 9)	Of (A): Count of Total Eligible Students (B+C+D+E+F)

## Expenditure Plan for 2018 through 2021

Plans/strategies to increase or improve in academic achievement	Responsible Party	Timeline	Aligned with LCAP Goals (Which one?)	Evaluation: How the effectiveness of the services will be measured?
<ul style="list-style-type: none"> <li>-Adaptive Technology Programs to empower teachers to differentiate instruction across Math, ELA, Social Studies and Science</li> <li>-Student Incentives (Prizes, Rewards, Recognitions, etc.)</li> <li>-Intervention before school, lunch, and after-school</li> <li>-Captive Intervention within the day</li> <li>-Second Step Curriculum- introduction and inclusion of social/emotional study skills</li> <li>-Buy Preps for Math, Science, ELA</li> <li>-Grades 9-11 Math, Science, ELA interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administrators</li> </ul>	<ul style="list-style-type: none"> <li>-All year</li> </ul>	<ul style="list-style-type: none"> <li>-Yes- LCAP Goals 1, 2, &amp; 3</li> <li>LCAP Goal 1, Actions &amp; Services -2.1, 2.2, 3.3, 4.1</li> <li>LCAP Goal 2, Actions &amp; Services- 1.3/2.3, 4.1</li> <li>LCAP Goal 3, Actions &amp; Services- 3.2, 5.3, 6.1, 8.1/9.1, 12.1</li> </ul>	<ul style="list-style-type: none"> <li>-Curricular Based Measurements will be used (Pre &amp; Post)</li> <li>-CAASPP Results</li> <li>-Grades</li> <li>-Credit recovery</li> </ul>

## Services & Proposed Expenditures

Complete the following table for each of the services and expenditures. Add rows to the table as needed.

Services	Expenditures
Adaptive Technology Programs	\$ 10,000
Second Step Curriculum	\$ 10,000
Student Incentives (prizes, rewards, recognitions, etc.)	\$ 11,106
Certificated Staff extra duty & prep buyout (salary & benefit costs) to provide intervention and other instructional support measures	\$ 105,000
Professional Development for interventions and other instructional supports	\$ 20,000

### EC 41570:

(f) (1) As a condition for receiving grant funds pursuant to this section, a school district, county office of education, or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified pursuant to subdivision (d) to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan required pursuant to Section 52060, the county superintendent of schools' local control and accountability plan required pursuant to Section 52066, or the charter school's local control and accountability plan required pursuant to Section 47605 or 47605.6 and Section 47606.5, as applicable. To ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting of the governing board of the school district, the county board of education, or the governing body of the charter school.

(2) Grant recipients shall report to the Superintendent on or before March 1, 2019, regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified pursuant to subdivision (d). On or before November 1, 2021, grant recipients shall report to the Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified pursuant subdivision (d).