

LOW PERFORMING STUDENT BLOCK GRANT PLAN

LEA NAME: Davis Joint Unified School
District

BOARD ADOPTION DATE: February 7, 2019

Background

The Low Performing Student Block Grant Plan (LPSBG) provides funds to local educational agencies (LEAs) serving students 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 (LCFF), or eligible for special education services.

These funds are designated to address the persistent achievement gap in California's public schools, and to provide resources and evidence-based practices to initiate and sustain authentic systemic change.

Davis Joint Unified School District (DJUSD) was awarded \$355,684 for a 2018-19 entitlement.

Describe 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.

Professional development activities for certificated staff:

To improve literacy for identified students, the following evidence-based professional development activities are included in DJUSD's plan for the LPSBG:

- 1) WestEd facilitated Literacy Training, including seats for up to 40 certificated teachers of identified low performing students. The scope of professional development includes nine days of workshops and coaching over the course of one year. Ten of 40 teachers will also receive intensive "train the trainer" support to sustain district-led professional development beyond the first year.
- 2) One day of all-staff Professional Development (PD) prior to the start of the 2019-20 school year to build understanding and calibration for Multi-Tiered Systems of Support (MTSS) for academic, social-emotional, and behavioral supports. Each site PD day will be principal-led using a common agenda developed during DJUSD's Administrative Leadership Team (ALT) summer retreat.
- 3) Release time to develop and run an MTSS team of five members per site to monitor all students identified for support.
- 4) Site and counselor support for social-emotional and behavior strategies provided by professional development led by DJUSD Prevention and Crisis Managers.

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Instructional materials:

To make informed and data-driven decisions for literacy supports for identified students, LPSBG funding will be used to purchase a literacy assessment tool for grades 7, 9, and 10. Scholastic Reading Inventory (SRI) has been identified as the most appropriate tool as it aligns with the existing DJUSD textbook adoption and current reading assessments that are used in grades K-6.

Furthermore, LPSBG funding would enhance district-wide MTSS supports for academic literacy, in addition to behavioral and social-emotional success. Materials will include a teacher manual, which will be supplemented by site coaching support.

Describe how the effectiveness of services will be measured.

LPSBG funded services will be measured by the number of students meeting and exceeding state standards on the 2020 ELA CAASPP. Formative measures will also be used to guide implementation, including existing reading assessments and reading assessments purchased through the LPSBG grant. Furthermore, effectiveness will be assessed through engagement and behavioral indicators measured by the California Dashboard and student climate data available through DJUSD YouthTruth surveys and California Healthy Kids Survey.

Describe how the services align with and are described in the school district's local control and accountability plan (LCAP).

The DJUSD Local Control and Accountability Plan (LCAP) aligns with the plan outlined for the LPSBG. Goals 2 and 3 of the DJUSD LCAP, which include closing the achievement gap and creating safe and inclusive learning environments, are directly addressed with LPSBG's services that will enable us to create a district-wide, integrated MTSS system. This system would support increased teacher capacity for high quality reading instruction, and the use of data to directly target that reading instruction, guide Professional Learning Communities, and address social-emotional needs that may hinder student learning.

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Budget Narrative

Action	Description	Total
Scholastic Reading Inventory (SRI)	Literacy Assessment Tool for Grades 7, 9, 10	\$15,000
Secondary Literacy Training	\$62,000 - WestEd 1 year contract \$36,000 - Compensation: 40 teachers, 3 days @ \$300/day (Summer) \$12,000 - Release time: 40 teachers, 2 days @ \$150/day \$3,000 - Release time: 10 teachers, 2 days @ \$150/day (coaching) \$12,000 - Release time: 40 teachers, 2 days @ \$150/day	\$125,000
District Multi-Tiered System of Support (MTSS) Implementation	Manual development, MTSS Coordination & Site Coaching	\$20,000
Site MTSS Team Planning	2 hours/month collaboration per site 5 members (\$41/hour)	\$40,000
Site Retreat	1 day Retreat - All DJUSD sites; Teacher Compensation for MTSS foundational Understanding and Planning	\$110,000
Crisis Management support	1 Day/Week Crisis Management Support for Student Services MTSS Coordination and Social-Emotional Site Supports	\$15,000
Indirect Costs		\$30,000