

The Low-Performing Students Block Grant Plan

The Low-Performing Students Block Grant provides funds to support students who are identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. The \$136,456.00 allocated through this grant is based on the number of students (69) in Duarte who are low performing and not counted in with our unduplicated pupils or students with disabilities.

These funds will be used to increase or improve evidence-based services that focus on student achievement in secondary mathematics (grades 6 - 12). Over the next two school years, the grant will support supplemental instructional materials, teacher professional development and direct support/intervention for students. The strategies identified will be aligned with the California Framework for Mathematics. Under the direction of the Educational Services Department, school site administration along with site leadership teams will analyze student data and make recommendations for the specific strategies to be supported by this grant.

The effectiveness of these evidence-based services will be measured by an increase in student achievement on the Smarter Balanced Summative Assessments (SBAC) in math in grades 6 - 8 and grade 11. Further measures to monitor interim student progress will include student grades in math courses and benchmark assessments.

The recommended strategies to serve the needs of these low-performing students are aligned with and described in our Local Control Accountability Plan (LCAP). The evaluation rubrics and the LCAP input process identified student achievement in mathematics as a need. The goals in the Duarte Unified LCAP specific to the requirements of this grant include:

- Goal 1: Provide support for professional development to promote educator quality and effectiveness.
- Goal 3: Create equity by reducing the achievement gap between the most successful and least successful students, regardless of race, ethnicity, social or economic circumstances.