

Low-Performing Students Block Grant

Provides funds for LEAs serving students identified as low-performing on state English language arts or math assessments, who are not otherwise identified for supplemental grant funding under the LCFF, or eligible for special education services.

1. Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (maximum 1050 characters)

The funds available through the Low Performing Student Block Grant (LPSBG) will target three main approaches, all of which are research based and align with the school's Local Control Accountability Plan (LCAP). The three main approaches center around peer mentoring, providing students identified as low performing with highly qualified teachers, and increasing parent/guardian involvement.

Highly qualified teachers who engage students and increased level of parental involvement have been shown to improve student outcomes. Additionally, increasing teachers' understanding of cultural differences and similarities will be an important aspect of reaching low performing students.

This grant will allow us to create/develop a parent involvement plan, specifically for Black/African American families to ensure parents are an active and integral part of their child's learning process on a regular basis.

2. How will the effectiveness of the evidence-based services be measured? (maximum 1050 characters)

El Camino Real Charter High School staff will employ internal assessment tools such as NWEA MAP and statewide assessments, namely SBAC scores from 8th grade when accessible, to identify students in need of support. Additionally, the school will review 504 plans to determine if students with this designation that are identified by their scores require extra support. Student growth on the MAP assessment will serve as the primary, normed, point of reference to determine if the services are having the intended impact. In addition, the coursework, grades, and ancillary data, including attendance and truancy, will help to provide intermediate data points as NWEA MAP data is only collected at the beginning, middle, and end of the school year.

Growth will be compared to the normed, expected growth targets that NWEA produces based on student performance. If students fall short of the expected growth, additional interventions may occur.

3. How are services aligned with and described in the LEA's local control and accountability plan? (maximum 1050 characters)

All three services directly correlate with the school's LCAP. First and foremost, students must be taught by highly qualified teachers. LCAP Goal 1, Action Step 4 - "Maintain 95% faculty meeting highly-qualified definition" - serves as a primary connection between this step of the LPSBG and the LCAP. By providing further training to teachers on evidence-based methods focusing on scaffolding, metacognition, and student engagement. Second, peer mentoring coincides with LCAP Goal 3 - "Ensure that all students receive personalized supports to succeed."

Lastly, parental involvement represents the third approach and aligns with LCAP Goal 4, which focuses on parent and guardian engagement. Goal 4's specifically stated aim is to "Build parents' capacity as partners in supporting and monitoring their child's education progress." Research shows that parents, and by extension guardians, as partners helps student meet with success in their academic endeavors.