

**William S. Hart Union High School District**  
**Low Performing Students Block Grant**  
**District Plan**  
2018-19 through 2020-21

**Identified Needs:**

As a result of examining student data and student needs, the low-performing students targeted in this grant were not represented by any particular identifiable trends other than recognizing their ethnicities. In the last two years of CAASPP score reports, students who performed in levels 1 or 2, below meeting standards in English and/or Math, were 42% White, 36% Hispanic, 10% Black, and 12% other (in 13 different ethnicities). These identified students were not receiving any additional services through supplemental funds for HL, FY, SED, EL, or SpEd programs. They were spread out equally among grades 7, 8, and 11 (the grades of students evaluated through CAASPP assessments), and among a variety of schools across the district. Therefore, evidence-based services to support pupil academic achievement will be implemented district-wide to address the instructional methods, intervention needs, and social-emotional barriers we see in underperforming students.

**Evidence-based Increased or Improved Services to Improve Academic Achievement:**

The District will increase or improve services for low-performing students district-wide by providing the following evidence-based services directly supporting and accelerating increased pupil academic achievement of the identified students:

- Professional development activities for certificated staff:

Certificated staff will receive comprehensive professional development focused on increased, improved, and personalized learning opportunities for students within the school day, proven methods of intervention including a multi-tiered system of supports, evidence-based strategies designed to improve school culture and the learning environment for all students, and tools to manage and reduce stress in students' lives.

Training on instructional practices such as "Differentiated Instruction", "Responsive Teaching", "Universal Design for Learning", "Formative Assessments", and proven "Reading and Writing Strategies" improves student learning within the classroom, developing a growth-mindset, and supporting students' individual academic needs.

"Response to Intervention" training brings a more comprehensive approach to meeting the needs of all students with varying levels of intensity and greater attention to implementing a variety of supports and resources available.

Utilizing a "District by Design" approach to the current "Capturing Kids' Hearts" process supports all schools in their ability to recognize, identify, and understand students' immediate needs while additionally creating safe, supportive, nurturing environments for all students to learn, grow, be connected, and thrive.

Implementing a "Trauma Informed" platform into our district strengthens the skills of our counselors, psychologists, therapists, and administrators on the best, most effective policies, procedures, and strategies to recognize and respond to those who have been impacted by traumatic stress.

Additional professional development opportunities will be provided for certificated staff as opportunities become available falling into the categories of improving student achievement, intentional teaching practices, providing intervention, creating a positive, mutually respectful school culture, and/or addressing the social-emotional needs of students and staff.

- Instructional materials:

Teachers on all school sites state that there is a need for a comprehensive program district-wide that provides a reading inventory showing students' lexile levels and measures levels of student progress of increased literacy skills throughout each year. The best programs are available in multiple languages and at all grade levels.

Individualized computer programs for remedial support in English & Math classes increase student motivation, engagement, and academic achievement. Programs such as (but not limited to) IXL, Storyboard, Peardeck, and Nearpod will be explored to determine effective instructional materials for low-performing students.

Instructional Coaches will focus on supporting teachers in implementing the most effective evidence-based instructional practices to increase student learning.

- Other supports for pupils:

Social-emotional barriers to learning were identified as one of our highest priorities to increase student achievement. Student Wellness Centers on all school sites are needed to provide emotional support for students, addressing issues such as anxiety, stress, personal and family problems, trauma, and crisis intervention, as well as providing referrals for more in-depth counseling and medical needs.

District oversight for the implementation of a strategic wellness plan will be managed by a district Wellness / Intervention Coordinator. School site wellness staff is also needed for the organization, coordination, and management of activities directly affecting students daily. Additional counseling services are needed at schools with the greatest number of students with highly specialized emotional needs.

Increased counseling services are needed on school sites with the highest percentage of students with special needs. For example, Sequoia and Bowman are schools dedicated to serving students with extreme emotional needs and comprehensive social-emotional and personal barriers to educational success. Students on these sites need extensive counseling support on a daily basis.

### **Measurement of Effectiveness:**

Actions and services implemented to support identified students will be reviewed annually through the LCAP Annual Update and Analysis of Effectiveness of actions in the LCAP. Actions found ineffective or minimally effective will be revised or replaced in the following year.

Effectiveness of services will be reviewed annually based on CAASPP results in English and Mathematics for students not included in the unduplicated pupil groups and not identified for special education to determine if there is a reduction in the number / percentage of students scoring at levels 1 and 2.

Local self-assessment tools, district data, and stakeholder input will be reviewed annually to determine the effectiveness of instructional, intervention, and social-emotional programs for increased academic achievement.

### **Alignment with LCAP:**

Outcomes and activities for identified students will be included in district LCAP and aligned with goals for all students as described in the LCAP. LCAP outcomes will be reviewed annually to identify and address achievement gaps for identified students and their measure of academic progress.

Professional development activities will be designed and selected to support certificated staff in ensuring identified students achieve and improve in all state priority areas as determined by outcomes in the district LCAP, and especially supporting LCAP goals #1, 2, and 4:

- 1) Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, and uncrowded school facilities in good repair.
- 2) Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in English, Math, Social Studies, and Science with additional support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.
- 4) Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Selected activities currently described in the district LCAP will be enhanced or expanded to increase the level of success for identified students. Additional evidence-based instructional and intervention activities will be provided to directly support and accelerate the academic achievement of identified students, supporting LCAP goals #1 and #2 (see above).

Students' social-emotional needs will be addressed and supported to reduce stress and anxiety levels, remove barriers to motivation and performance, manage crisis and trauma-related intervention, provide extended outside resources, increase student connectivity to school, and provide all students with a positive, safe, respectful learning environment, supporting LCAP goal #4 (see above).