EBIA LPSBG Spending Plan 2018-19 (DRAFT)

**Summarize how the funds will be used to increase or improve evidence-based services
for pupils identified.** (*0 of 1,050 maximum characters*)

Item	Description	Budget
NWEAP MAP	Standardized testing	$9,000
Echo	Learning management system	$13,000
CPM	Math blended curriculum	$30,000
Achieve3000	ELA blended curriculum	$15,000
Apex	Credit recovery	$10,000
Director of Instruction	30% coaching and PD	$20,000

Since opening, EBIA students have shown strong achievement and strong growth in both ELA and Math. Our average math growth is 20% higher growth than national average while reading growth is 113% higher (more than double) than the national average (as measured by NWEA MAP Normed National reference points). Additionally, in grades 6-8 students are also growing at higher than the national average in science.

However, while math growth is overall fairly strong, it is not as consistent as we would like. In years past we were finding that specifically with math, a PBL-style curriculum didn't work as well as we had hoped to develop a full range of skills. We piloted two new math curriculums in the 7th and 8th grade last year, and another in the 6th. For 6th grade, this was the SCALE math curriculum and in 7th and 8th grade it was CPM. Both of these were problem-based (shorter, tighter units than project-based) and focused on supporting collaborative inquiry-style learning. We found that the curriculum used in 7th and 8th grade was highly effective at helping students in all subcategories grow and we are expanding the use of this coherent and cohesive problem-based curriculum to all grade levels 6-11.

In ELA, we have also struggled to see the level of consistent growth and proficiency that we would like across all grade levels and subpopulations. To that end, we have also invested in adaptive reading technology that supports students in receiving text at their zone of proximal development, the complexity of which increases over time as students increase their proficiency levels. This combination of programs, Achieve3000 and Apex, ensures that those students below proficiency receive the targeted support needed for success.

Further, EBIA students have shown strong growth when broken down by all subcategories. Our special populations groupings (FRL, EL and IEP students) all show higher growth than national norm for all student groups. In some cases, like reading, EL and IEP students show growth that is more than double the national norm. In addition, IEP, FRL and EL student growth in reading are all higher than the schoolwide average. FRL student growth in math is higher than the schoolwide average, while IEP and EL student growth is roughly equal to the schoolwide average. All racial categories show growth that is roughly equal to or significantly higher (up to triple, for multiracial students) than National Norms in Math and Reading.

Though it is clear all students are growing at a good pace, African American students are not growing at the same pace as other racial subgroups. Our instructional priorities are aligned to building in more systems for equitable access to the curriculum. Specifically, we are focusing on building in more culturally relevant curriculum, developing the cultural competency of teachers, and coaching teachers on classroom management with a focus on equitable engagement and outcomes. Further, we are implementing a new learning management system, Echo, in order to better support student

management of courses, assignments and grades. This tool will allow parents, families and advisors to better collaborate to support academic proficiency.

How will the effectiveness of the evidence-based services be measured? *(0 of 1,050 maximum characters)*

EBIA using a variety of qualitative and quantitative feedback mechanisms in order to gather insight as to its performance and effectiveness in a variety of areas. To measure academic effectiveness we track performance and growth data across all student subpopulations on the SBAC, NWEA MAP and College Board Advanced Placement assessments. We also analyze this data in comparison to our grade distribution and pass rate data. Further, we gather qualitative survey data on academic effectiveness using the School Climate Assessment Instrument (SCAI) and Panorama surveys. These provide insight into practices such as learning and assessment.

To measure culture and climate effectiveness we track performance and growth data across a variety of tools and surveys including Co-Vitality, the SCAI and Panorama surveys, and Kickboard. Further we track our office referrals and suspension rates by subpopulation (EBIA has never had an expulsion). These surveys and tools provide on information on discipline, student interactions and attitude and culture.

Finally, we use a series of community engagement and feedback mechanisms. These include monthly EBIA Cafelito meetings with families, staff committees and student government meetings. These allow us to gather feedback from community members on overall school effectiveness.

EBIA uses a number of internally and externally validated metrics to measure student achievement. These include rubrics developed and vetted by a consortium of deeper learning institutions (SCALE, New Tech Network, Envision Learning) to assure our formative and summative classroom assessments align to California's State Standards as well as broadly accepted college and career readiness indicators. The categories for these rubrics are oral communication, written communication, agency and collaboration. In addition, there are subject specific knowledge and thinking rubrics. We also track achievement and growth using a number of standardized testing tools (NWEA MAP Growth assessment, CA SBAC testing, PSAT and AP Exams). Further, we using online blended learning tools that track lexile and quantile growth in real time (Such as Achieve3000, ThinkThroughMath and Khan Academy).

How are services aligned with and described in the LEA's local control and accountability plan? *(0 of 1,050 maximum characters)*

The programs and services described above align to Goals 1 and 3 in EBIA's LCAP. Goal 1, [m]aintaining basic services for students and school, speaks to the alignment of the LPSBG program with EBIA's mission, which is to prepare all students to be leaders and innovators in the 21st century workplace. To prepare students who are low-performing, the Director of Innovative Instruction is tasked with regular and frequent coaching of all teaching staff to recognize and encourage incremental growth through a range of practices (Action 1). Use of MAP testing to benchmark and track growth is essential to improve outcomes for the low-performing students. (Action 3)

Goal 3, provid[ing] a coherent 21st century program that offers new, innovative and alternative educational experiences, encourages individual learning and growth that is necessary for the low-performing students to identify and . Blended learning, such as Achieve3000 and CPM, engages each student at his/her level of subject mastery and enables the student to build knowledge at his/her own pace. (Action 2) Echo, the learning management system, will be

essential to achieving at least one year of growth in core subjects: ELA, math, history and science.