

# Burbank Unified School District



## Local Control and Accountability Plan (*LCAP*)

Review of LCAP Goal 2

November 14, 2018

**Goal 2: Improve learning and achievement for all students**

**Current LCAP Support  
Supplemental Grant Money  
Base Grant Money**

**Review Handout**

**Goal 2.1 Sustain a systemic writing program in grades k-8 and begin to integrate a cross-discipline writing program for grades 9-12 (Continued)**

## Elementary

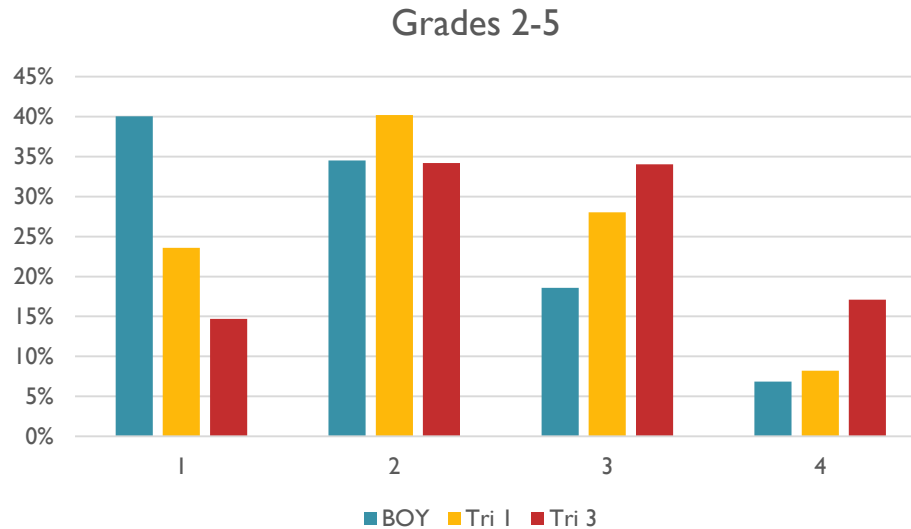
- K-5 Benchmark ELA curriculum and Step Up to Writing

## Secondary

- Step up to Writing

# Goal 2.1 Sustain a systemic writing program in grades k-8 and begin to integrate a cross-discipline writing program for grades 9-12 (Continued)


## Writing Assessment



## Goal 2.1 Sustain a systemic writing program in grades k-8 and begin to integrate a cross-discipline writing program for grades 9-12 (Continued)

### Writing Assessment for Secondary

- Middle School and High School: Step Up to Writing
- Muir, Jordan and Luther have invested time and money to make sure all disciplines are using it
- High school teachers have been trained in Step Up to Writing and approximately 40% are using it
- All grades k-12 are using a 4 point rubric
- All grades 6-12 are writing twice a year: Informative and Argument
- Muir chose a writing focus from 2015-2018. Their scores have gone from 41% proficient to 77% proficient.
- Growth is evident in all grades 6-12



**Goal 2.2 Sustain and improve the quality of teacher collaboration time to implement curriculum aligned to the California State Standards and best practice in instruction**

## **Review Handout Regarding Professional Development**

**Goal 2.3 Sustain and improve the Power Hour model in grades k-5 in Reading Language Arts and the Response to Intervention approach in elementary mathematics for students**

<b>2018</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>11th</b>	<b>All</b>
<b>State</b>	<b>45</b>	<b>48</b>	<b>49</b>	<b>48</b>	<b>50</b>	<b>49</b>	<b>56</b>	<b>50</b>
<b>County</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>46</b>	<b>48</b>	<b>47</b>	<b>55</b>	<b>49</b>
<b>Burbank</b>	<b>65</b>	<b>68</b>	<b>66</b>	<b>60</b>	<b>62</b>	<b>57</b>	<b>65</b>	<b>63</b>
<b>CAASPP English Language Arts</b>								
<b>2017</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>11th</b>	<b>All</b>
<b>State</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>49</b>	<b>48</b>	<b>60</b>	<b>48</b>
<b>County</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>44</b>	<b>47</b>	<b>46</b>	<b>59</b>	<b>47</b>
<b>Burbank</b>	<b>63</b>	<b>62</b>	<b>70</b>	<b>57</b>	<b>55</b>	<b>57</b>	<b>68</b>	<b>62</b>

**Goal 2.3 Sustain and improve the Power Hour model in grades k-5 in Reading Language Arts and the Response to Intervention approach in elementary mathematics for students**

<b>2018</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>11th</b>	<b>All</b>
<b>State</b>	<b>45</b>	<b>43</b>	<b>36</b>	<b>37</b>	<b>37</b>	<b>37</b>	<b>31</b>	<b>38</b>
<b>County</b>	<b>48</b>	<b>42</b>	<b>35</b>	<b>36</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>37</b>
<b>Burbank</b>	<b>61</b>	<b>60</b>	<b>52</b>	<b>45</b>	<b>52</b>	<b>47</b>	<b>38</b>	<b>50</b>
<b>CAASPP Mathematics</b>								
<b>2017</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>11th</b>	<b>All</b>
<b>State</b>	<b>47</b>	<b>40</b>	<b>34</b>	<b>36</b>	<b>37</b>	<b>36</b>	<b>32</b>	<b>37</b>
<b>County</b>	<b>46</b>	<b>39</b>	<b>32</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>30</b>	<b>36</b>
<b>Burbank</b>	<b>59</b>	<b>55</b>	<b>50</b>	<b>44</b>	<b>48</b>	<b>43</b>	<b>38</b>	<b>48</b>



**Goal 2.3 Sustain and improve the Power Hour model in grades k-5 in Reading Language Arts and the Response to Intervention approach in elementary mathematics for students**

## **CAASPP: Conclusions**

- The district has maintained its proficiency rates and has shown small increments of growth overall. BUSD continues to outperform the county and state
- The achievement gap between proficiency rates of “all students” and our “special populations” continues and needs to be addressed  
(Share CAASPP handout with subgroup data)

## Goal 2.4 Finalize and implement a Gifted and Talented Education Master Plan

	2018-2019	2017-2018	2016-2017
<b>ALL STUDENTS</b>			
Total # of Students gr 4-12	11273	12479	10418
Total Qualified	1662	1552	1401
% Qualified	14.74%	12.43%	13.44%
% Boys	51.74%(860)	50.45%(783)	49.53%(694)
% Girls	48.25%(802)	49.54%(769)	50.46%(707)
# of ELs Qualified	12	11	8
% Qualified	0.72%	0.70%	0.57%
Total Els	819	808	892
% of Total Population	7.26%	6.47%	8.56%
# of RFEP Qualified	196	177	154
% Qualified	11.79%	11.40%	10.99%
Total RFEP	2125	2505	2582
% of Total Population	18.85%	20.07%	24.78%
# of 504 Qualified	66	56	38
% Qualified	3.97%	3.60%	2.71%
Total 504	322	374	347
% of Total Population	2.85%	2.99%	2.47%

## Goal 2.5 Develop new strategies and enhance existing engagement supports

Kagan	
Type of professional development	Number of Participants
Kagan Cooperative Learning Day 1	32
Kagan Cooperative Learning Day 2	will be held on January 26, 2019
Kagan Cooperative Learning Day 3	will be held on February 23, 2019
Kagan Cooperative Learning Day 4	will be held on March 9, 2019
Kagan Cooperative Learning Day 5	will be held on April 6, 2019
Group Professional Development: (Staff Meetings, Department/Grade Level Meetings, etc)	102
Individual Teacher Planning Sessions	22
Classroom Support Sessions	26 (classrooms with students present)