

Burbank Unified School District



Local Control and Accountability Plan (*LCAP*)

Review of LCAP Goal 3

December 12, 2018



**Goal 3: Align All Instruction and Student Learning to the
California State Standards**

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

Review Handout

Goal 3.1: Continue to collaboratively develop, revise, and administer District common assessments, grading policies, and report cards aligned with the California State Standards.

Elementary

During the 2017-18 school year, elementary assessments were significantly reduced in order to allow the classroom teacher to formatively and diagnostically assess their students based on specific standards-based needs.

- District assessment adjusted to large-scale progress monitoring to show growth over time.
- In 2018-19, we continue to use progress monitoring utilizing core curriculum based assessments. The timeline for refining the assessment process is listed below:
 - April 2018**- Principal and curriculum specialist input on adjustments needed on assessment per teacher feedback at sites
 - August 2018**- Year overview of district assessment given to teachers at the site
- Report cards and grading policies
 - March 2018**- Board asked for parent brochure to clarify report cards
 - May 2018** –Developed and reviewed at the district level
 - August 2018** - Reviewed/approved by principals and curriculum specialists
 - October 2018**- Translated and sent to sites for distribution at Parent/Teacher conferences
 - October 2018**- Report card FAQ's updated from 2017 and sent to sites

Goal 3.1: Continue to collaboratively develop, revise, and administer District common assessments, grading policies, and report cards aligned with the California State Standards.

Secondary

- By the end of the 2017-18 school year, common assessments were required from every content area at every grade level. Teams of teachers from each site convened during the year to develop, format, and deliver these assessments to teachers. Most disciplines chose to create mid-terms and finals for each semester, while English and Science opted to create performance assessments to assess critical thinking, reading, and writing in their disciplines.
- In the 2018-19 school year, very few of these assessments required revisions. Only French I was created anew.
- In 2018-19, these common assessments were moved into Schoolcity so that, when possible, students could take them on computers. The results of these computerized assessments provide immediate data teachers can and are using to target and close gaps in understanding and to illuminate areas for additional teacher training and support.
- Additionally, since the middle school Social Studies teachers are piloting a new textbook, they are exempt from giving the common assessment this year.

Goal 3.2: Continue to develop and implement comprehensive instructional pacing guides that meet the needs of all learners

Elementary (cont'd from 2017-18)

- **Benchmark (English Language Arts):** Pacing is dictated by the assessment and standards. Teacher has the autonomy to deliver the material accordingly to meet the timing of when the assessment is given and expected proficiency of grade level state standards
- **Go Math (mathematics):** Pacing is dictated by the assessment and standards. Teacher have the autonomy to deliver the material accordingly to meet the timing of when the assessment is given and expected proficiency of grade level state standards
- **Social Studies:** The state is in the midst of presenting the new framework for curriculum
- **Science:** Teachers are required to teach the Next Generation Science Standards. Teachers teach 3 modules from Stem Scopes during the school year

Goal 3.2: Continue to develop and implement comprehensive instructional pacing guides that meet the needs of all learners

Secondary

English: Middle and high school ELA teachers are in year 1 of full adoption of the California Collections. Next year, teams of teachers will convene to create scope and sequences for each grade level. At JBHS, ELA teachers are given collaboration time by grade level throughout the year to plan instruction in common with peers. This information collaboration has resulted in pacing guides for Burroughs' teachers.

Science: Middle school science teachers have met continuously throughout the last three years to write and refine their new integrated science instruction. At these meetings new year long scope and sequences were created for all three grades.

Goal 3.3: Continue to promote and support the involvement of teachers in the piloting and adoption of California State Standards instructional materials/textbooks and provide supplemental materials for Special Education and English Learners

Elementary

- English Language Arts (Benchmark Advance-adopted curriculum): 3rd year of implementation with new curriculum. Focus on differentiating materials for student needs based on state standards
- Mathematics (Go Math-adopted curriculum): Full implementation with district assistance in working with grade level teams to plan curriculum planning from the state standards; districtwide cohort of teachers to vertically articulate mathematical needs
- Social Studies: The state is in the midst of presenting the new framework for curriculum
- Science: Continue to pilot STEMscopes materials to supplement adopted materials which do not align with NGSS

Goal 3.3: Continue to promote and support the involvement of teachers in the piloting and adoption of California State Standards instructional materials/textbooks and provide supplemental materials for Special Education and English Learners

Secondary

ELA: In year one of full adoption. Teachers were informed that 50% of their instructional materials needed to come from the adopted materials.

Math: Department meetings provide the space and time to discuss challenges / usage of their CPM texts/curriculum.

Social Studies: Middle school is currently piloting new textbooks.

Science: Science teachers will have their textbook adoption next year (is this correct?)

Goal 3.4: Continue to address California State Standards during parent meetings at school sites during the year.

Elementary

- Math Nights
- Literacy Nights
- Science Nights
- Parent academy of tech based curriculum
- Workshops with English Language Advisory Committee (ELAC) parents

Secondary

ELAC Meetings

Back to School Night

Grade level Parent Meetings (HS)