Burbank Unified School District

Local Control and Accountability Plan *(LCAP)*

Review of LCAP Goal 1

October 10, 2018

Goal 1: Improve student learning and achievement for targeted subgroups

Current LCAP Support

Supplemental Grant Money

Goal 1.1 Increase the percentage of ELL students who are reclassified as proficient in English

Four Criteria for Reclassification:

1. Teacher opinion
2. Parent/guardian input
3. English Language Proficiency Assessments for California (ELPAC) scores
4. Comparison of basic skills: California Assessment of Student Performance and Progress (CAASPP) scores

ELPAC Data

Proficiency Level	# of Students	% of students
1	156	10%
2	209	14%
3	507	34%
4	637	42%

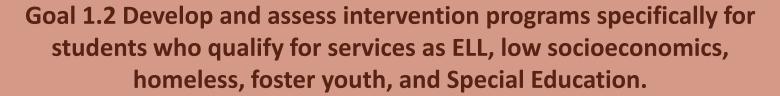Performance Level Descriptors:

Level 4 – Well Developed

Level 3 – Moderately Developed

Level 2 – Somewhat Developed

Level 1 – Beginning Stage

Reclassification Data: ELA
(RFEP students)

2015-16		2016-17		2017-18	
#	%	#	%	#	%
246	**15%**	222	**13.2%**	328	**18.4%**

Goal 1.2 Develop and assess intervention programs specifically for students who qualify for services as ELL, low socioeconomics, homeless, foster youth, and Special Education.

- Each elementary school Response to Intervention program
- Instructional assistants for English Language Learners
- English Language Learner: Initial Credit Summer School
- Curriculum Specialists
- Intervention Specialists
- English Language Development Coordinators
- Caseworker: Foster Youth and Homeless and At-Risk
- English Learner Parent/Family member education for California State Standards

Goal 1.2 Continued …

Special Education Specific:

- Reading Intervention – Extended School Year (ESY)

- Math Intervention – Extended School Year (ESY)

- High School Credit Recovery

- Supplemental Math materials

Student who

	2015-2016	2016-2017	2017-2018
Student Participation	1182	1435	1145

4 Year Cohort Graduation Rate

	14-15	15-16	16-17
Overall	93%	94.9%	93.2%

Non Grads

	Total	Graduates	Non Grads
2014-2015	1322	1306 (99%)	15
2015-2016	1341	1308 (98%)	33
2016-2017	1349	1270 (94%)	79
2017-2018	1283	1246 (97%)	37

At Risk and Long-Term English Learners

	EL 0-3 yrs	At Risk 4-5 yrs	LTEL 6+ years	EL 4+ Not at Risk or LTEL	RFEP	Total Ever-EL
BUSD	1,166	120	179 (10%)	315	2,486	4,266
County	176,948	36,887	57,287	58,170	315,878	645,170
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Goal 1.3 Provide high-quality staff development in effective instructional engagement strategies for teachers of students who qualify for services as ELL, low socioeconomics, homeless, foster youth and Special Education students.
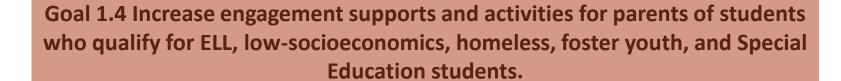
- Project Guided Language Acquisition Design at elementary – 7 days of Professional Development with site-based coaching and follow-up from English Language Development Specialists English Language Development Instructional Aides provided training last year: 85 trained

- Site-based Professional Development: Implementing the Designated English Language Development curriculum with Benchmark; Specifically Designed Academic Instruction in English strategies at secondary

- Step Up to Writing

- Kagan Engagement Structures

- GATE

- New Teacher Induction Program

- EdCamp

- After school Professional Learning Communities open to all teachers

Goal 1.3 Continued …

Special Education Specific:

- Monthly new teacher meetings
- Instructional Aide training in effective instructional and behavioral strategies: Universal Design for Learning, Behavior Intervention Plan, and Individualized Education Plan at glance
- Training for general education teachers, special education teachers and Instructional Aides in the Collaborative Service Delivery model.
- Training for secondary special education staff in supplemental math materials
- Unique Learning Systems training

Goal 1.4 Increase engagement supports and activities for parents of students who qualify for ELL, low-socioeconomics, homeless, foster youth, and Special Education students.

- Site-based parent education for parents/guardians of English Learners using Title III to support it
- English Learner LCAP monthly meetings
- English Language Learner Advisory Committee (ELAC-sites) District English Language Learner Advisory Committee (DELAC-district) held at a minimum of 4 times a year

Goal 1.4 Continued…

Special Education Specific:

- District Advisory Committee meetings
- Special Education Master Plan committee meetings
- Community Advisory Committee meetings at the Special Education Local Plan Area (SELPA)

Goal 1.5 Develop and implement a Special Education Master Plan

Special Education Master Plan approved and it is in the implementation process

Goal 1.6
Develop new and strengthen existing relationships with community partners to support our students

- District will continue outreach for community partners
- District will seek feedback and suggestions on what is working well and what can be improved
- District seeks new organizations to partner with.