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

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th># of Students</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>156</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>209</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>507</td>
<td>34%</td>
</tr>
<tr>
<td>4</td>
<td>637</td>
<td>42%</td>
</tr>
</tbody>
</table>

Performance Level Descriptors:
Level 4 – Well Developed
Level 3 – Moderately Developed
Level 2 – Somewhat Developed
Level 1 – Beginning Stage
### Goal 1.1 CONTINUED ...

#### Reclassification Data: ELA (RFEP students)

<table>
<thead>
<tr>
<th>Year</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>246</td>
<td>15%</td>
</tr>
<tr>
<td>2016-17</td>
<td>222</td>
<td>13.2%</td>
</tr>
<tr>
<td>2017-18</td>
<td>328</td>
<td>18.4%</td>
</tr>
</tbody>
</table>
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
Goal 1.2 CONTINUED ...

Student who

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>1182</td>
<td>1435</td>
<td>1145</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal 1.2 CONTINUED ...

4 Year Cohort Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>93%</td>
<td>94.9%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>
### Goal 1.2 CONTINUED ...

#### Non Grads

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Graduates</th>
<th>Non Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>1322</td>
<td>1306 (99%)</td>
<td>15</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1341</td>
<td>1308 (98%)</td>
<td>33</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1349</td>
<td>1270 (94%)</td>
<td>79</td>
</tr>
<tr>
<td>2017-2018</td>
<td>1283</td>
<td>1246 (97%)</td>
<td>37</td>
</tr>
</tbody>
</table>
Goal 1.2 CONTINUED ...

At Risk and Long-Term English Learners

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


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
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.