

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two days of classroom set-up as school transition from distance learning to in-school learning/distance learning for 600 teachers	1,200,000	\$ 576,215	N
Desk Shields 1,030 @ \$41 each (additional MS/HS may need to be purchased)	42,230	\$ 52,350	N
Leave Fund for Certificated, Classified, and Confidential and Management Staff	300,000	\$ 0	N
COVID-19 testing costs for in-person staff and students	450,000	\$ 17,600	N

Personal Protective Equipment – masks, gloves, bodysuits, shields	500,000	\$471,436	N
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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Two days of classroom set-up as school transition from distance learning to in-school learning/distance learning for 600 teachers - In September 2020 when the Learning Continuity Plan was written, it was estimated that the school would return to session in January 2021. The COVID pandemic did not subside allowing for schools to reopen until April 2021. Fewer costs occurred than anticipated. The original cost of the expenditure was estimated at \$1,200,000. The estimated actual is \$576,215. This is a difference of \$623,785. The reopening of schools and services to students were not impacted due to this decrease.

Desk shields - The health regulations and memoranda of understanding with the Burbank Teachers Association and the California State Employees Association called for the use of desk shields for students to help mitigate the potential of COVID airborne spread. The original cost of the expenditure was estimated at \$42,230. The estimated actual is \$52,350. This is a difference of \$10,120. The reopening of schools and services to students were not impacted due to this increased expenditure.

Leave Fund for Certificated, Classified, and Confidential and Management Staff - The Leave Fund while allocated was not utilized. The original cost of the expenditure was estimated at \$300,000. The estimated actual is \$. This is a difference of \$300,000. The reopening of schools and services to students were not impacted due to this unspent balance.

COVID-19 testing costs for in-person staff and students - It was anticipated that COVID testing was going to be widespread for students and staff. In the end, the only group that required testing was secondary athletes who participated in league sports. The original cost of the expenditure was estimated at \$450,000. The estimated actual is \$17,600. This is a difference of \$432,400. The reopening of schools and services to students including league competition was not impacted due to this unspent balance.

Personal Protective Equipment – Masks, gloves, bodysuits, shields, and other personal protective equipment were provided to all schools and offices. The original cost of the expenditure was estimated at \$500,000. The estimated actual is \$471,436. This is a difference of \$28,564. The reopening of schools and services to students were not impacted due to this unspent balance.

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Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Starting in July 2019, pending negotiations with the Burbank Teachers Association (BTA), and the California School Employees Association (CSEA), the District planned to offer in-school instruction as a hybrid model that included at-home components. Health conditions allowed 12 students per classroom. Further, the District designed a program with a morning session for one-half of the class and an afternoon session for the other half of the class (AM/PM model). In elementary schools, Reading/English Language Arts and Mathematics would be taught in school. Other subject areas like social studies, science, art, music, physical education would be integrated into in-school lessons or taught as a stand-alone lesson. Additional instructional assistance was provided by an instructional assistant and would be implemented remotely and/or in the classroom depending on final decisions.

Secondary schools were planning a morning and afternoon session with 3 classes during each session with a morning cohort of students and an afternoon cohort of students. The three in-school classes per day would be taught with no more than half of the students on campus at a given time but in a Monday/Wednesday and Tuesday/Thursday pattern. Students would attend all six of their classes twice each week in person, while the balance of instruction would be in distance learning using Google Classroom. Students were also assigned lessons while they were not in the in-school session. Additional instructional assistance was provided by an instructional assistant and would be implemented remotely and/or in the classroom depending on final decisions. The goal was to maintain the classes, so that if there were a transition that it would be smooth between distance learning and the hybrid model. Again, this would allow the schools to reduce by half the number of students physically on campus at any one time.

Although initial plans were for the District to begin in a hybrid model (in-school and at-home), those plans changed when in July Governor Newsom and subsequently the LA County Health Department decided to not open schools. The District was restricted from in-person instruction and required to begin the year in a 100% distance learning model. The basic elements of the elementary model remained intact with Reading/Language Arts and mathematics being taught through distance learning by their homeroom teacher in the morning. Afternoon sessions were designed for other subject areas like social studies, science, art, music, physical education. Some lessons could be integrated into morning distance learning lessons.

For non-comprehensive high schools, the District also followed the pattern on the comprehensive high schools. A decision was made to increase enrollment capacity for its Independent Learning Academy, which can accommodate students from grades 7-12. An additional teacher has been hired to meet the increased demand for the program. This program allows students to work at their own pace, as long as they complete at least one course every 22 days. The content is UC-approved and provided through APEX Learning.

The decision for 100% distance learning for TK-12 remained in effect until April 9, 2021.

Beginning April 12, 2021, instruction in all schools from grades TK-12, would now be offered in two ways:

- 1.) 100% Distance Learning
 - a. Elementary schools offered Reading/Language Arts and mathematics in the mornings. Afternoon offerings included other subject areas like social studies, science, art, music, physical education. Some afternoon topics were integrated into morning distance learning lessons. Afternoons could be considered instructional support.
 - b. Secondary schools provided distance learning in the mornings. Three classes per day were provided in a two-day pattern.
- 2.) Hybrid Learning was a combination of morning distance learning instruction and afternoon in-school instruction. Afternoons could be considered instructional support.
 - a. Elementary schools would offer mornings with Reading/Language Arts in the mornings and afternoons would be in-school for support and intervention. Subject areas like social studies, science, art, music, physical education would continue to be offered asynchronously. Some subject areas could be integrated into morning distance learning lessons.
 - b. Secondary schools offered afternoon instructional support for the three classes that were provided in distance learning in the morning.

Special Education special day classes for elementary and secondary followed the same instructional pattern with mornings being distance learning and afternoons being in-person support. Some special education families elected to see their children to school from 8:30 am to 2:30 pm so that direct services could be provided.

Feedback from the Associations was that while they fully supported a return to the classroom, there was hesitancy as the COVID virus is still attainable. At the start of in-person instruction most but not all school and district staff had been vaccinated so there was a desire to wait until all or nearly all had been fully vaccinated including the time following the vaccination so that the maximum coverage could be attained. Some staff have underlying conditions that may be compromised due to COVID.

There were some parents also reluctant to send their children to school as some children have underlying conditions. Some parents wanted schools to fully reopen and send their children to school. In the end, about 60% of children attended school while 40% chose to remain in distance learning. Some remaining in distance learning especially at the secondary level became acclimated to the delivery of instruction and preferred it over in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks (2,000) for students in grades TK-12	550,000	\$ 953,210	N
Hotspots for connectivity (1,500) for students in Grades TK-12 who do not have internet access	54,000	\$374,560	N
Overtime for Technology Staff and School Media Technicians	50,000	\$ 28,400	N
Technology Position to Support Distance Learning	60,000	\$ 38,991	N
Media Technicians (Partially funding for 11 elementary positions which will be co-funded with COVID federal dollars and the general fund.)	137,300	\$306,240	N
Response to Intervention - Provide direct intervention for underperforming students by certificated classroom and intervention teachers; Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program; Utilize part-time intervention teachers to provide direct support to students; Create and implement ELA and Math Intervention; Provide supplemental materials.	80,000	\$ 61,200	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Chromebooks (2,000) for students in Grades TK-12 - In addition to the District's inventory of Chromebooks, the District purchased approximately 5,000 Chromebooks and 1,000 hotspots. The number being purchased is increasing as the need is increasing as parents request more devices. Schools distributed the devices and hotspots based on a well-developed distribution plan. As of August 21, 5,084 Chromebooks and 992 hotspots were provided. The Chromebook count breaks down into: Secondary = 2,469; and Elementary & Staff = 2,615. The District purchased so far 5,084 Chromebooks for \$953,210. Each Chromebook costs approximately \$200. About 2,000 to 2,500 additional Chromebooks are being purchased and are expected to be delivered in September 2021.

Hotspots for connectivity (1,500) for students in Grades TK-12 who do not have internet access - The District purchased 1,944 hotspots for \$374,560. Each hotspot and annual connectivity costs approximately \$250.

Overtime for Technology Staff and School Media Technicians - Overtime for technology and staff and school media technicians was needed to inventory, asset tag, and set up the new Chromebooks and hotspots that the District purchased. Additionally, schools used their previous inventory to distribute Chromebooks to students. This required that all Chromebooks and hotspots that were checked out by a student needed to be inventoried. Chromebooks and hotspots that were malfunctioning needed to be serviced and at times this was done by a technician who was working overtime. The return of Chromebooks and hotspots also required inventory as most employees' last day at work was either the last day of school or the day after school was over. The original allocation was \$50,000 and the subsequent estimated actual is \$28,400. This is a difference of \$21,600.

Technology Position to Support Distance Learning - The position was hired late into the school year and fewer funds were expended. The original allocation was \$60,000 and the subsequent estimated actual is \$38,991. This is a difference of \$21,009.

Media Technicians - The funding of elementary media technician positions moved from the general fund only to a cost-share with general funds (50%) and ESSER II funds (50%). This caused an increase in the expenditure moving from the original allocation of \$137,300 to an estimated actual of \$306,240.

Response to Intervention - Provide direct intervention for underperforming students by certificated classroom and intervention teachers; Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program; Utilize part-time intervention teachers to provide direct support to students; Create and implement ELA and Math Intervention; Provide supplemental materials. Schools were given additional COVID Relief Funds for interventions. They were instructed to use LCAP Supplemental funds first and then tap into CRF funds as needed. The original allocation was \$80,000 of which \$61,200 was spent. This is a difference of \$18,800.

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Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

In Grades Transitional Kindergarten through 12, students were provided distance learning with live instruction (synchronous direct instruction) and live interaction (asynchronous small group and individual help).

In early July, it was determined by Governor Newsom that based on health conditions all District schools would be providing distance learning at the start of the school year. On July 24, a Memorandum of Understanding was signed between the District and the Burbank Teachers Association (BTA). That MOU spelled out the agreed-upon requirements for distance learning within the orders set by the Los Angeles County Department of Public Health. Beginning on August 17, 2020, distance learning ensued.

Distance learning consisted of synchronous “live virtual instruction” which was teacher-directed lessons and discussion. The second component of distance learning was asynchronous which was “live virtual interaction” that included some whole-class interaction, teacher monitoring, small group work, independent assignments, pre-recorded lessons, and videos to support the lesson objective. Instruction and interaction (synchronous and asynchronous) occurred primarily in Google Classroom, Google Meet, and Zoom.

The BTA Memorandum of Understanding (MOU) in Article 6.1 called out the expectation for “All content shall be aligned to grade-level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction to the extent possible.” Therefore, all lessons were aligned with the California State Standards.

The District followed the State requirements for daily instructional minutes through a combination of synchronous and asynchronous schedule and assignments:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 -- 230 minutes
- Grades 4-5 -- 240 minutes
- Grades 6-12 – 240 minutes

For Transitional Kindergarten/Kindergarten, the 180 instructional minutes was broken down into at least 80 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, independent work by students, answering questions, responding to emails, and grading of assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

For Grades 1-3, the 230 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

For Grades 4-5, the 240 instructional minutes was broken down into at least 120 minutes of live teacher-directed instruction per day Monday through Thursday; 45 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students work on at-home assignments independently.

For Grades 6-8, the 240 instructional minutes was broken down into at least 135 minutes per day Monday through Thursday of live teacher-directed instruction; 30 minutes of virtual interaction which included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently. Students took 6 classes weekly in a Monday/Wednesday and Tuesday/Thursday pattern.

For Grades 9-12, the 240 instructional minutes was broken down into at least 150 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction included whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time was for students to work-at-home on assignments independently.

In the distance learning setting, the District and teachers developed lessons based on the State Standards, and the State and Board adopted curriculum in English Language Arts, Mathematics, History-Social Science, Science, Physical Education, English Language Development, Music, Electives and Career Technical Education, as appropriate. Classwork and homework were assigned by the teacher either daily or weekly depending on the approach the teacher took. Tests and assessments were administered by the teacher. The grading of assignments, classroom/grade level/department grading systems, and report card grades were determined in distance learning. Instruction and interaction (synchronous and asynchronous) occur primarily in Google Classroom, Google Meet, and Zoom.

Special Education services were provided in-person for students who require more direct instruction and services from staff based on their disability. Occupational therapy was provided remotely. Speech lessons were provided remotely. Resource Specialist Program (RSP) services were provided remotely.

Elementary Resource Specialist Program (RSP)

RSP students attended the general education classroom that they are assigned for distance learning. RSP students received specialized academic instruction (SAI) minutes remotely with a special education teacher. SAI minutes were reduced because of the distance learning model, and to not interfere with their general education teacher instruction.

Elementary Special Day Class (SDC)

Students were assigned to their remote special education classroom, specially designed with accommodated curriculum to meet their needs and goals. Google Classrooms were designed, set up, and monitored by special education teachers. Students followed a schedule published by the District/school. For the areas that students “mainstream” on their individual education programs (IEPs), they were given access to the general education classrooms for those and provided support by their remote teacher or instructional assistant (IA) for 30 minutes per week 1:1 or 60 minutes per week in a small group.

For elementary Moderate/Severe students, schedules were modified to meet students’ unique needs. Classrooms used Unique Learning Systems (ULS), and only Google Classroom, as appropriate.

Secondary Special Day Class (SDC)

Students were assigned to their remote special education classroom, specially designed with a modified curriculum to meet their needs and goals. Google Classrooms were designed, as appropriate, set up, and monitored by their special education teacher. Optional to the Google Classroom, printed work was provided in paper packets or through Unique Learning Systems (ULS) instead.

For Moderate/Severe classrooms, District schedules were modified to meet the unique needs of students. For the areas that students “mainstream” on their IEPs, students were given access to the general education classrooms, and attended live instructional sessions with remote instructional assistant support. Students were provided additional support by their teacher or instructional assistant minimally for 30 minutes per week 1:1 Instructional assistance support in small groups in the afternoon was provided.

Middle and High School Core Specialized Academic Instruction (SAI)

Students followed the schedule of the middle and high schools and attended their remote classes as such. Instructional Assistants provided remote support sessions, coordinated by the case manager or administrator.

Related Services

Services were provided remotely. Minutes were reduced to account for additional time distance learning services take and the need to reduce group sizes to be effective remotely, as well as to limit disruption of live instructional time with their teachers.

Pre-School and Transition Age

Students were assigned to their remote special education classroom, specially designed with accommodated curriculum to meet their needs and goals. Google classrooms were designed, set up, and monitored by their special education teacher. 60 minutes per day live instruction with their teachers (SEED will be 30 minutes x2) was provided.

Teachers, staff, and administrators shared that the challenges towards the Continuity of Instruction include that the delivery of instruction in the distance learning environment is not the same as in-person instruction. Anecdotal information was gathered from school administrators and teachers. The delivery of the lesson objective is dependent on the available technology. The discourse during the lesson is also different in the distance learning environment. Students who have questions with regards to the learning objective may be less willing to participate in the lesson electronically. Teachers delivered State Standards for the grade level and subject area as they would do in an in-school environment; however, the Standard was more integrated with other State Standards and less isolated.

Access to Devices and Connectivity

The District is committed to seeing that every child has a device necessary to access the curriculum and connectivity including video and microphone. Beginning in March, the District identified families and students through two surveys and direct contact by school staff who needed a Chromebook and/or a hotspot. In June 2020, a second survey went out asking families to request a Chromebook and/or a Hotspot. Based on that survey additional Chromebooks and hotspots were purchased by the District. Then when distance learning was determined to be the mode of instruction at the opening of school in August 2020, a third survey went out. In late July and early August, Chromebooks were delivered to elementary schools for distribution to families. Secondary schools already had a supply of Chromebooks in their classrooms. Chromebooks and hotspots were distributed to families before the start of school. Some schools even went so far as to deliver Chromebooks and hotspots to families who were unable to pick them up at the school. If a family or student needs a Chromebook or a hotspot, they would need to contact the principal, teacher, or school office staff. As teachers and instructional assistants connect with students they verify that their devices and connections are appropriate to access the curriculum and instruction.

In addition to the District's inventory of Chromebooks, the District purchased approximately 5,000 Chromebooks and 1,000 hotspots. The number being purchased is increasing as the need is increasing as parents request more devices. Schools distributed the devices and hotspots based on a well-developed distribution plan. As of August 21, 5,084 Chromebooks and 992 hotspots were provided. The Chromebook count breaks down into: Secondary = 2,469; and Elementary & Staff = 2,615.

Because of the high demand for Chromebooks and hotspots across the State of California, future delays in shipments were anticipated. So the District ordered more Chromebooks and hotspots in November 2020.

Instructional Technology staff, school media technicians, and the Technology Department staff provide students, families, and staff with technology support, including multiple pieces of training and resources, which are now available on the schools' websites and the District's website. The District also has a technology assistance hotline for students, families, and staff to access for assistance.

Support included giving families, students, and staff information on how to connect their Chromebook to the internet and how to use a Chromebook to access the Google Classrooms. Some families received assistance in how to access the online core curriculum including Reading/English Language Arts Benchmark *Advanced*, mathematics Houghton Mifflin *Go Math!* (Think Central), history-social science, and science. APEX learning training has also been provided. Some families needed help in accessing Google Classroom, Google Meets, and Zoom which are all used as instructional platforms. The District also provided supplemental curricula like iReady, BrainPop, NewsELA, Accelerated Reader, StemScopes, and Studies Weekly.

For teachers and instructional assistants, a Chromebook or desktop computer was made available to the staff member. Hotspots were also made available to teachers and instructional staff. Providing the staff the necessary tools to carry out distance learning is a priority of the District. District and site technology staff are also available to support staff in their use of the devices, the online curriculum, and the supplemental curriculum.

Some families requested paper packets and those were printed and provided by individual schools and teachers in place of internet usage. Oftentimes these families are Special Education families whose students may learn better from print packets.

Connectivity to Google Meet and Zoom was more of a concern in 2020-2021 compared to 2019-2020 as the increase in internet usage and the platforms mentioned earlier are being stretched. The District's bandwidth was monitored daily and fortunately, there were almost no or extremely limited connectivity issues. Issues were commonly attributed to Google or Zoom. Home connectivity and the various services that families may have are a concern depending on the individual situation; however, the use of hotspots helped to mitigate that concern.

The District also initially had a few challenges with the administration of the ELPAC (English Learner Proficiency Assessment of California); however, working with Educational Testing Services (ETS), those connectivity issues were fixed as the State ELPAC testing system was also experiencing similar connectivity issues.

The District also moved forward in testing Grade 5 in the English Language Arts and Mathematics CAASPP. All students in Grade 5 were tested. The State Board of Education moved forward on options for districts, and the District decided to suspend the CAASPP.

On April 12, 2021, the District moved to a combination of distance learning and hybrid instruction for grades TK-12. Distance Learning was offered in the mornings for all Grades TK-12. So access to devices and connectivity continued to be monitored by the District. Afternoons were a combination of at-home asynchronous assignments for families that elected to have their children stay home. About 60% of families chose to return to afternoon in-school support and intervention. While students could access the internet, the majority of in-school support was delivered directed by the teacher or instructional assistant.

For June 2020, in-school summer school was implemented in Grades K-12.

Teachers, staff, and administrators reported that the challenges towards Access to Devices and Connectivity were not as great as anticipated. Students, teachers, and instructional assistants who have experienced device issues were provided with a District Chromebook. Connectivity was also not as great of an issue as students and staff were provided a hotspot paid by the District.

Pupil Participation and Progress

The District follows the State requirements for instructional minutes in synchronous and asynchronous settings which includes:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 -- 230 minutes
- Grades 4-5 -- 240 minutes
- Grades 6-12 – 240 minutes

For Transitional Kindergarten/Kindergarten, the 180 instructional minutes was broken down into at least 80 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 1-3, the 230 instructional minutes was broken down into at least 110 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 4-5, the 240 instructional minutes was broken down into at least 120 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 6-8, the 240 instructional minutes was broken down into at least 135 minutes per day Monday through Thursday of live teacher-directed instruction; 30 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments. Students take 6 classes weekly in a Monday/Wednesday and Tuesday/Thursday pattern.

For Grades 9-12, the 240 instructional minutes was broken down into at least 150 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

Beginning April 12, 2021, morning instructional minutes stayed the same as noted above for all grade levels. Afternoon in-school instruction varied by grade level. Students that remained in distance learning had the same afternoon distance learning instructional schedule.

Synchronous attendance is taken by teachers. They report through Aeries students who are attending their synchronous instructional lessons.

Asynchronous attendance is taken by the student who reports his/her attendance by completing a Google form. The attendance staff at the school sites reconcile the attendance so that the District can capture the attendance for both synchronous and asynchronous attendance.

The attendance rate ranged between 96 – 97% throughout the year for each school. The rate is comparable to other school years.

Whether in distance learning or the in-school(hybrid) learning model, teachers graded and provided feedback on classwork and homework. Assessments and tests will be given to students to also monitor student learning and provided follow-up for skills and concepts that have not been mastered. Teachers continued to follow Board Policy on grading and the reporting of grades through progress reports and report cards.

The time value of pupil work was determined by teachers in grade-level teams, departments, and standalone classes. Teachers have experience determining time value as they have a history of giving classroom assignments and homework assignments from which they determine time value. The concept of time value was covered by school administrators and curriculum specialists so that there is a common understanding and determination.

Teachers, staff, and administrators shared that the challenges to pupil participation were not as great as anticipated as the attendance rate was relatively the same as in-school attendance.

Student progress based on report card “D” and “F” rates in secondary schools and “1” and “2” rates in elementary schools (standards-based report cards) show that over time from trimester to trimester reduced.

Distance Learning Professional Development

Beginning in March 2020, the District professional development team consisting of district office staff, teachers, and principals began work on creating professional development modules for teachers. The goal was to prepare teachers for delivering instruction in a hybrid model with distance learning components. The first step was to administer a teacher survey to get a sense of where they wanted additional support. The topics were grouped into four major categories: Grading and Assessment, Differentiation for Special Populations, Elementary and Secondary Instruction, and the Digital Classroom. The team designed the modules with multiple entry points so that new teachers could start from ground zero and teachers with experience could learn more advanced skills. The Instructional Technology team designed a website just for teachers to access all of the professional development.

This is a dynamic website that was updated regularly as the team continued to respond to teacher needs and develop new modules or mini-lessons on particular topics. For example, there is a module on how to set up Zoom and Google Meet meetings, so that they are safe and secure for students. There are a variety of mini-modules on the website that are short and quick but address topics such as mindfulness for teachers and how to send out a mass email to all your students. The website was designed as a repository that teachers could visit to get specific information on specific topics. In addition, the online professional development that was created in the spring of 2020, is still accessible to teachers.

The website was made available to teachers in the summer so that if they wanted to get a head start on learning, they could do so at their own pace and convenience. The week before school, the teachers were also exposed to elements of the professional development modules that were led by the school site administrative teams and department chairs.

To assist teachers with the process of preparing for 100% distance learning, the District also provided a protocol for teachers to be able to check out technology from their classroom and/or school site to support them in instruction. For example, many teachers requested and checked out computers, document cameras, and touch screen monitors.

Instructional Technology staff, school media technicians, and the Technology Department staff provided staff with technology support, including multiple pieces of training and resources, which continue to be available on the schools' websites and the District's website. The District also continues to have a technology assistance hotline for staff to access for assistance. Weekly support professional development was offered with focused topics to support teachers and instructional staff.

Teachers, staff, and administrators shared that the challenges towards distance learning professional development were also not as great as anticipated. Participation in professional development was part of the regular workday so attendance was high. Support following professional development was also similar to what occurs with in-school professional development as it is supported by school administrators, curriculum specialists, department chairs, and peers. The challenge of distance learning would be the delivery of instruction and the learning of the various platforms for the delivery of instruction.

Staff Roles and Responsibilities

Through negotiations and subsequent MOUs with BTA and CSEA, staff has stepped up to provide ongoing support and work given the health conditions and the need to provide instruction in a distance learning setting.

Here are some examples of how our staff stepped up to do whatever it took to continue to serve students when schools were abruptly closed last year.

- Staff in many job classifications helped with breakfast and lunch distribution so that our students would not go hungry.
- School staff along with Technology staff, set up and distributed Chromebooks and hotspots to students so they could access online learning.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come to school.
- District office staff adjusted their priorities to support distance learning and move from a traditional school to an online school.
- Fiscal Services continued to provide support but through at-home distance services.
- Human Resources shifted from a traditional district-office setting to remote services including hiring practices, supporting employees, and negotiations.

- Health Services supported staff, students, and families through COVID infections, contract tracing, vaccination clinics, and the education of all through the pandemic and continues to this day.

In 2020-21, we anticipated some needs that our staff could fulfill by broadening their roles and responsibilities and working to their strengths, and moving elements of their regular responsibilities into the online world.

- Answering school phones from home through the use of the Jabber system app.
- Providing services to parents remotely
- Building capacity in staff to deliver the curriculum in a distance learning setting
- Distributing technology and maintaining records of what is checked out to students.
- Providing afternoon music and physical education including enrichment activities and experiences for elementary students.
- Calling families when students are not participating in distance learning to find out what is going on and to refer the family for the support needed.
- Mentoring students who need friendly encouragement to complete and turn in assignments.
- Supporting students with organizational skills and time management.
- Checking in with students who are feeling sad or alone as friendly support and making referrals as needed.
- Scanning transcripts so they are available electronically.
- Painting facilities and taking care of small maintenance tasks that are difficult to complete when students are in classrooms.
- Going through archived records to determine what needs to be kept and what should be shredded.
- Reading stories to elementary students through teleconference.

The roles of a few classified staff have been expanded including Food Service workers, yard supervisors, library staff, and instructional assistants.

There have been multiple changes to the roles of certain job functions related to Special Education distance learning. Instructional assistants and behavior support aides provided support remotely instead of in person, as will all of their teachers and related service providers. One teacher was brought on solely to assess students' academic functioning related to the school closures and address any unique needs related to it in their IEPs. A temporary administrative job of Coordinator was developed to oversee these assessments and IEPs and coordinate the learning loss mitigation interventions.

Staff, including administrators, reported that the challenge of staff roles and responsibilities was with staff feeling comfortable with assuming responsibility for health and screening when the schools returned to in-school instruction. The distribution of materials was a challenge once again related to health and safety. Staff was willing to step up and help but were concerned about health and safety.

Support for Pupils with Unique Needs

Students with Exceptional Needs:

Students with exceptional needs received a continuum of additional supports, depending on their unique needs:

- Specialized Academic Instruction was provided remotely either as their core instruction or in addition to their general education classroom instruction, depending on their IEP
- Remote instructional assistant and/or behavioral aide (1:1 and/or in small groups) support was provided outside of their live teacher instructional sessions to support the additional distance learning component
- Two-hour weekly intervention hours for students who worked remotely in small groups with a special education teacher

English Learners, Foster Youth, and Homeless Students:

It was anticipated that there may be a concern and a need to focus on English learners, foster youth, and homeless students concerning their academics, attendance, and social-emotional well-being. School staff and principals monitored each of these three groups of students in particular as a priority. Interventions in English language arts and mathematics were provided, as needed. Attendance was monitored for each of these three groups (as well as all students) and students with three days of absences will be followed up by school office staff and school-based at-risk intervention specialists. Intervention specialists were provided referrals on well-being from teachers, instructional staff and principals to be attended to through personalized outreach and possible small group follow-up.

Recapping, English Learners, Foster Youth, and Students Experiencing Homelessness was the focus of school administrators, teachers, and at-risk intervention specialists. Students' attendance, academic progress, and behavior needs were under constant attention and response when needed. The result of this attention was students who maintained or excelled in the learning environment. Additional services were provided by instructional assistants, counselors, teachers, and an outside agency as referred by the school.

The Student Services Department continued with school attendance plans and followed up with families, especially students listed in the categories above. Student Services helped monitor engagement and attendance, met with school site staff, parents, and students to encourage engagement and participation in learning. In addition, the Student Services Department staff made home visits, when necessary, to help problem-solve barriers to education, engage families and ensure child welfare and education.

Teachers and staff shared that the challenge towards supporting pupils with unique needs is mainly with the various needs that individual students have. Each student is treated uniquely and therefore requires staff to attend to each student individually. This caused a stretch towards staff supporting individual students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Secondary Intervention Sections (five sections)	100,000	134,800	N
Additional Special Education Assessors to provide assessments for those students who could not be assessed in spring and to address and assess possible learning loss as detailed below...	100,000	18,502	N
Special Education return to school boot camp as an additional intervention for language arts and math for students	132,574	74,880	N
School Psychologist	175,000	198,400	N
Speech and Language Pathologist (possibly part-time NPA for a few months)	90,000	63,000	N
Occupational Therapist (possibly part-time NPA for a few months)	90,000	23,925	N
Special Education Itinerant Teacher (possibly part-time NPA for a few months)	50,000	133,310	N
IEP TOSA (one semester)	50,000	114,820	N
Manipulatives, supplies, books, flashcards, online educational subscriptions, and other learning materials to send home for students with Special Needs so they can work on their goals at home to mitigate learning loss	150,000	131,981	N

Remote Assessment Tools	50,000	57,110	N
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Secondary Intervention Sections (five sections) - Six sections of secondary intervention were provided as the estimated need increased by one section. The original allocation was \$100,000 of that the estimated actual was \$134,800 which is an increase of \$34,800. Two additional sections were added in the second semester to address learning loss.

Additional Special Education Assessors - Special Education assessors provided assessments for students who could not be assessed in the spring of 2019. Additionally, the assessors needed to identify possible learning loss. The continuing of the COVID pandemic made the assessment of students not possible in the school environment so the expenditure was less. All required special education assessments began in April 2021. The backlog of assessments was monitored and the backlog was brought back into the required timeline. The original allocation was \$100,000 of that the estimated actual was \$18,502 which is a savings of \$81,498.

Special Education Boot Camp - In late February, Special Education began to provide small groups with services in school that included a return to school boot camp as an additional intervention for language arts and math for students. The original allocation was \$132,574 of that the estimated actual was \$74,880 which left \$57,694 unspent.

School Psychologist - Two psychologists were hired to complete the backlog of assessments due to the COVID pandemic. The original allocation was \$175,000 and the estimated actual is \$198,400. The backlog was fixed.

Speech and Language Pathologist - The cost of the speech and language pathologist came in at a lesser cost than had been originally projected. The original allocation was \$90,000 of that the estimated actual was \$63,000 which left \$27,000 unspent. Services were not decreased from this one individual.

Occupational Therapist - One part-time occupational therapist was employed during the school year. The original allocation was \$90,000 of that the estimated actual was \$23,925 which left \$66,075 unspent. Fewer service hours were required than originally planned for.

Special Education Itinerant Teacher - Due to the pandemic and personnel issues an itinerant teacher was employed to provide services to special education students. The original allocation was \$50,000 of that the estimated actual was \$133,310 which was an increase of \$83,310. The itinerant teacher completed the service hours that were required per students' IEPs.

Teacher on Special Assignment for Individual Education Plans (IEP) - A teacher on special assignment was employed to complete the backlog of IEPs that had occurred due to the COVID pandemic. The original allocation was \$50,000 of that the estimated actual was \$114,820 which was an increase of \$64,820. The IEP backlog was brought back into compliance as a result of the extra work.

Special Education Supplies - Special Education purchased manipulatives, supplies, books, flashcards, online educational subscriptions, and other learning materials to send home for students with Special Needs so they can work on their goals at home to mitigate learning loss. The original allocation was \$150,000 of that the estimated actual was \$131,981 which was an decrease of \$18,019.

[Add text here]

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The purpose of our assessment plan was two-fold. First, we wanted to measure the learning loss of student groups and grade levels as well as for individual students so that teachers could properly focus their acceleration efforts. Secondly, we wanted to use assessment data diagnostically to plan the kind of brief, scaffolded instruction that leads to learning acceleration. We needed assessment data for both purposes. The assessments listed below were administered either at home or school and therefore provided us with essential data during distance learning as well as when we returned to in-person instruction.

Learning time is precious and we need to minimize time spent on assessments. We assessed areas where we needed to identify unfinished learning and important learning gaps, but limit our efforts to those areas. We gave assessments only when we are going to do something different instructionally for a student because of information from the assessment. An additional goal was to keep students learning grade-level content and addressing learning gaps within the classroom lessons, or in response to intervention time.

English Language Arts (ELA)

In English Language Arts, we measured early reading skills in young children and a broad range of ELA skills in older students.

- In Kindergarten and first-grade one-on-one assessments were used to measure student mastery of letters, sounds, sight words, and math concepts. Assessments were given by teachers through a 1:1 teleconference. A custom parent report for each student was generated that often led to letters and practice cards that are customized for each student. Parents and teachers knew exactly where our youngest learners were with mastering skills in naming letters and numbers, knowing letter sounds, and recognizing sight words. This assessment was given in the fall and spring to measure student progress.
- School-based assessments were used in grades 1-5 to measure English Language Arts skills. Each school has its assessment system though many are similar. Assessment results were discussed by grade level teams and the results were used to drive instruction and intervention. This assessment was given in the fall and spring to measure student progress.
- Elementary intervention teachers used additional diagnostic assessments to find out where students were struggling so that they can target intervention instruction in those areas. The intervention program, which accelerates the acquisition of foundational reading skills, included diagnostic, placement, and progress monitoring assessments. We also used other evidence-based reading intervention programs which usually included assessments.

Mathematics

District and school staff were especially concerned about learning loss in mathematics, and we administered the mathematics test to students in grades 1-8 before the 10th day of school. The reason for the urgency was that the results place students on individualized learning pathways in the classroom and through interventions, and we needed to get math acceleration instruction going right away. This assessment was given in the fall and spring to measure student progress. The math assessment was administered at home. Teachers set up a time online for testing and provided instructions.

Also in secondary schools for English Language Arts students were given a district writing prompt to determine the areas of learning loss the students experienced due to COVID-19 and distance learning to date. Similarly, math teachers were given a districtwide assessment test as either a curriculum embedded or district assessment dependent on the course and/or grade level at the start of the semester to determine learning loss. Based on the data, teachers began the semester with a review of any material that the students needed to master before they moved forward with a new curriculum. Teachers adjusted their pacing to accommodate for the time it took to address the learning loss. Lastly, the secondary schools offered an intervention class to help students who are significantly behind in mastering concepts and material. This intervention class was in addition to the student's regular core academic classes.

English Language Development (ELD)

School staff used a variety of assessments to monitor our English learners' progress in mastering the English language. English learners took site-based tests and assessments included in our ELD curriculum and the adopted reading program Benchmark *Advanced*. In addition, English learners took the English Learner Proficiency Assessment for California (ELPAC), which measures listening, speaking, reading, and writing skills. Some areas are assessed individually by the teacher, and computer-based and written components are also included depending on grade level.

Students whose primary language is not English took an initial ELPAC remotely within 30 days of enrolling in a California school to allow us to identify them as either English learners or proficient in English and to help us plan the support they will need to become

fluent. English learners also took the Summative ELPAC once each year to measure their progress and identify their level of proficiency on a 1-4 scale.

There are three possible methods to administer this test depending on our instructional delivery model (distance learning, hybrid, fully at school). Here are the possibilities:

- In-person: The student and test examiner were at a school. The location needed to meet the testing environment guidelines as well as the COVID-19 safety and social distancing procedures. This method was available when we implemented a hybrid model where students come to school at least twice per week.
- Remote testing for online assessments: The student and test examiner were in separate physical locations. This meant that the student was at home and the test examiner was at either home or school. The student and test examiner were connected by video and audio, and depending on the grade level being administered, either shared a screen or the student took the computer-based assessment on their device while the test examiner administered the test via the test delivery system.
- Remote testing for paper/pencil assessments: The student and test examiner were in separate physical locations. The student was provided with a hard copy of the paper assessment before testing and will complete the test while the test examiner administers and monitors the test session remotely. Another method was for the test examiner to share the test questions with the student through the student's distance learning tool. In both cases, the student and test examiner were connected by video and audio.

Students with Disabilities

For students with disabilities, students' present levels of performance were monitored and data was gathered by their case managers on an ongoing basis to help determine the level of learning loss of students with disabilities. When IEP teams meet they address any learning loss that may have occurred and discuss any need for compensatory education. As needed on an individual basis, students were formally assessed with standardized instruments. Students also participated in district-wide assessment measures.

English Learners

Administrators, teachers, instructional assistants, and at-risk intervention specialists report that there have not been concerns with the attendance, and the learning loss of English learner students is no less than other students. The support systems that are in place catch students so that if an issue occurs, the family receives a phone call so that a problem can be taken care of.

Low-Income Students/Socioeconomic Disadvantaged Students

Administrators, teachers, instructional assistants, and at-risk intervention specialists report that there have not been concerns with the attendance, and the learning loss of low-income students is no less than other students. The support systems that are in place catch students so that if an issue occurs, the family receives a phone call so that a problem can be taken care of.

Foster Youth and Students Experiencing Homelessness

Administrators, teachers, instructional assistants, and at-risk intervention specialists report that there have not been concerns with attendance and learning loss of Foster Youth and Students Experiencing Homelessness is no less than other students. The support systems that are in place catch students so that if an issue occurs, the family receives a phone call so that a problem can be taken care of.

At this time, the District does not yet have information about State CAASPP testing or college admissions testing.



Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Addressing the socio-emotional and mental health of students was an important value and priority of the District. Students and families were able to access the support described below when they were on campus and when they were at home through systems developed by each school to meet the needs of their students and families.

Mental health experts and school staff predicted that students are likely to need more support than usual either at home or as they return to school. There were many traumatizing forces at play recently, including a combination of the coronavirus threat to their health and the health of people they care about, the traumatizing effect of events with widespread national news coverage making students of color, in particular, feel threatened and concerned for the safety of family members and friends, and the effect of business closures on family income.

Students were also disappointed by not being able to participate in spring activities they were looking forward to such as sports though limited and transitions from one school level to another. Most students get a great deal of support and stress relief from being with friends and their extended family, and these normal avenues of coping have been closed to them.

Teachers and support staff included socio-emotional learning with our academic instruction. Elementary schools continued to use the Second Step curriculum to teach socio-emotional skills. PBIS (Positive Behavioral Intervention & Support) was used at all schools to support students in learning behavior expected at school with higher tiers of support for students with greater needs.

Teachers, counselors, and support staff asked students how they managed stress before the school closure, and for them to consider what worked for them before what of those steps they might be able to continue. Students learned to continue to take care of their bodies and minds by taking deep breaths, stretching, exercising, getting plenty of sleep, and avoiding alcohol and drugs. We need to help them stay in the moment, and not worry about things that have not happened yet. It was also helpful to avoid too much exposure to the news, connect with family and friends, and seek out the positive people in their lives. A calm, optimistic approach was and is essential.

Our schools were and are staffed with a variety of professionals with training in mental health and socio-emotional support. We have School Psychologists, School Counselors at middle schools and high schools, and fourteen intervention specialists across elementary and middle schools who support individual students who may be having a rough day and plan positive, inclusive activities for an unstructured time such as recess or elementary and middle school lunch periods. In addition, we have outside contracted counseling services from Burbank Family Services. These professionals helped our students who needed support.

Each school established and used a referral system. A staff member at each school was designated to receive referrals, which could have come from a teacher when a student did not check-in for three days and family contact was not successful, a parent concerned about their child, or a student who made a self-referral. Depending on the student and the nature of the request, this referral was sent to an interventional specialist, counselor, and school administrator.

Professional development related to distance learning and the roles that individuals fulfill was supported by Student Services under the umbrella of Instructional Services.

In addition, the District also provided support to families mainly through Burbank Family Services.

We continued our efforts to address racism, equity issues, and trauma. Trauma from last spring and over the summer was not only from the coronavirus. The graphic video of the murder of George Floyd was widely viewed, and many of our students have likely seen this highly traumatizing video, which is especially terrifying to Black children and other children who are members of groups that currently or historically have experienced racism, bias, and hate-motivated violence. Asian children saw racist physical aggression against Asian people related to the virus. Our socio-emotional support staff was available to help students with this trauma, and for greater systemic effect. The District established an Equity, Diversity, and Inclusion Committee to set- direction and monitor this area of need and concern.

The purpose of the Equity, Diversity, and Inclusion Committee is to work with staff, students, and district families to eliminate the correlation between social and cultural factors and student success. Anti-racism and equity, diversity, and inclusion Board Policy and Administrative Regulation was developed for Board consideration and approval. Plans were made for anti-racist and anti-bias educational activities. The team examined data, policies, practices, and the learning environment as experienced by students to create inclusive and just conditions where all students can explore their passions, develop their unique gifts, and thrive.

The District started immediately with actions through the work of four Subcommittees: Curriculum, Engagement, Policy, and Social-Emotional Learning:

- Analyze data to find areas where there are significant differences in academic and behavioral performance between student groups and begin to explore actions to close these gaps
- Empower and support student organizations in taking a leadership role in this work, including working with staff, peers, and younger students
- Explore current literature selections and work with English teachers to recommend works that surface the experience of groups currently and historically impacted by racism and bias where the in-depth study will help all of our students gain a broader perspective
- Plan professional development for staff to deepen their understanding of equity and add to their knowledge and repertoire of skills in creating equitable learning environments

The District worked with the Burbank Teachers Association with support from the California Teachers Association as well as the California School Employees Association to identify some common themes and concerns. From those focus groups, actions and next steps were and will be determined.

The Burbank Unified School District contracted service with the Family Service Agency (FSA) of Burbank. FSA provided services to our students under two distinct formats. The school-based counseling program was designed for students who need ongoing assistance. The students were provided an hour of therapy sessions a week. Typically, this is done in person at the school site. While in distance learning, the service was provided as Tele-Mental Health, with the option of an in-person visit if the situation warrants it. Additionally, any student could connect through an initial “drop-in” immediate visit by using an FSA phone number that has been given to the entire school community.

To complement these services, all staff were trained yearly in Bullying Prevention and Suicide Prevention. Each secondary site formed a suicide prevention team at their site for the first time. They were responsible for responding to situations and further professional development. Additionally, each site addressed social-emotional learning in a way that makes sense for the student population and the site.

Concerns about staff mental health and well-being are monitored by administrators, peers, among others. Human Resources has made available information on leaves so that staff that needs to exercise that option do so. The staff has also been made aware of community resources so that they may get support outside of the school district. Human Resources is also in contact with teachers and classified associations as they have insight into the needs of teachers.

A mental health and wellness survey was administered in May and the results of that survey will be reviewed with subsequent decisions that will flow from those survey results.

[Add text here]

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Weekly Engagement Record

SB 98 requires a weekly engagement record for each student documenting “synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.”

The District was and is meeting this requirement through a combination of three records we already keep:

- Attendance record in Aeries (daily participation log for synchronous and asynchronous instruction)
- Visitation log documenting efforts to reach out to families where student engagement is a problem
- Assignments turned in to Google Classroom

Families were notified daily through the absence notification system.

We have selected these records because we want to avoid placing additional demands on teacher time beyond what they do each day. Teachers spend time planning, teaching students, holding office hours, engaging in professional learning, or working together, students benefit. We want to minimize the time teachers spend on routine tasks not directly connected to improving student success.

Teachers established the time value of their assignments, with time spent participating in live instruction through videoconference, using assigned learning software or accessing online instruction, using textbooks and other instructional materials, and completing assigned work all contributing to the total. Students will have a minimum of

- 180 instructional minutes for Transitional Kindergarten and Kindergarten
- 230 instructional minutes for Grades 1-3

- 240 instructional minutes for Grades 4-12
- The classroom teacher assigns the full 180/230/240 minutes, but in secondary schools, the minutes are divided among the different periods.

Attendance codes changed for 2020-21. New codes were used as there are now five attendance marks.

“**D**” Not engaged in Distance Learning (Student miss all synchronous and asynchronous learning)

“**E**” Engaged in EITHER Synchronous or Asynchronous Learning or Both. You can also use E for students who submit make-up work or engagement to teachers.

“**F**” Friday not engaged in Distance Learning (Student was not engaged in any asynchronous Learning on Friday)

“**J**” Not engaged in Asynchronous (online) learning, but did attend synchronously.

“**P**” Please note this is a placeholder and after following coding procedures, P’s should be replaced with a specific attendance code like D, E, F, etc.

Here are the steps staff took when a student was not participating or completing work in distance learning or hybrid stages. In all cases, staff took action when a student was not engaged for more than 3 school days or 60% of the days in an instructional school week. Staff also identified students who they had special concerns about and implemented this system on the first day the student was not engaged.

Communication with families where students were not participating to an adequate degree included phone contact, texts, email, and home visits. Where the family speaks a language other than English, a bilingual staff member made the contact, or translation/interpretation was provided by other means. Our goal was to work with families to get attendance situations turned around, and we used the SARB process if needed.

Distance Learning Attendance Interventions and Support

Tier 1 – Positive Attendance

- Site emails, announcements, and attendance campaign
- September Attendance Month
- Virtual Praise Slips (PBIS) for attendance
- District Emails and Website Promoting Attendance
- FAQs on new attendance codes and expectations sent to parents and students
- FAQs on new attendance codes and expectations sent to staff
- Secondary –parent subscription to automatic weekly progress reports through Aeries
- Elementary –weekly letters to parents regarding classroom activities, highlights, and students who may need more engagement

- Teachers reinforce attendance with parents and students

Tier 2 – Site Interventions and Support

- Teachers may refer attendance concerns to intervention specialist/counselors or other staff
- Attendance Staff sends letters or emails concerning attendance concerns and patterns (documented in attendance notes)
- Intervention Specialists monitor attendance and communicate with parents and students (initial outreach can be documented in attendance notes)
- Intervention Specialists, Counselors, and other staff problem-solve barriers to attendance –technology, daily schedule, motivation, adequate workspace and time, organizational skills, work completion (document in intervention)
- Priority should be Code D’s –students not engaged in synchronous or asynchronous learning, then students habitually missing live instruction (attendance note 01 for elementary, and period absence reports for secondary) then Code J’s & F’s –students not engaged in asynchronous learning, including Fridays.
- If chronic absence patterns continue, set up an AST (Attendance Study Team) meeting with Student Services.

Tier 3 – Student Services: Interventions and Supports

- AST meetings held with site teams (administrator, intervention specialist, and Student Services)
- Working with Foster and families in transition to connect to resources and support
- Facilitate needs during Distance Learning like technical assistance and communication with sites
- Student Services assists sites with monitoring attendance
- SSRT (Student Services Response Team) home visits for child welfare concerns or communication assistance
- SARB (Student Attendance Review Board) for students who persistently demonstrate chronic absenteeism

Annually in July, parents reconfirm their address, phone number(s), email(s), and emergency contact information. This was monitored by school office staff so that there is 100% compliance.

Aeries Communications, Blackboard Communications

Last spring, Aeries and Blackboard Communications was an invaluable tool for communicating with stakeholders in a very uncertain time. We selected this system because of its ability to automatically translate text messages and emails into the language selected by the family. There are over a hundred languages available, and it works very well for our families. A parent can type a message in their language, and our teacher can read it in English. This allows rapid communication without the need to wait for a translator. It also gives parents of English learners access in real-time to all the same information other parents receive. In Burbank, the most common languages beyond English are Armenian and Spanish.

Challenges to student engagement have been in the documentation that engagement is occurring. The response rate from students especially at the secondary level has not been as strong as it should be. Students just don't complete the form even though actual attendance is relatively high and student participation and engagement are high.

Teachers, staff, administrators, and students shared that the follow-up by District staff when students were not engaged (did not happen often rarely in elementary schools) was appropriate and appreciated. The communication with students and families included a technology check on the Chromebook or other device, connectivity, and whether the student and family were aware of the teacher's daily schedule. It is noted that overall attendance was consistent staying at 96-97% daily and was monitored by the school and Student Services.

[Add text here]

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Food Services is making initial plans for meal distribution as students participate in distance learning. The first level of services is for families to submit an application to see if they qualify for the free or reduced meal program for the 2020/2021 school year. A new meal application must be filled out each year. Beginning July 6, a meal application can be filled out online by going to www.busdfoodservices.com Meal applications are available in multiple languages.

Food will not be sold daily and students did not have access to the cafeteria while students are in distance learning. Every Friday each school had a drive-through/walk-up distribution pick-up opportunity where families received 5 days' worth of nutrition and lunch meals for their students. Distribution times were from 8:30 am – 12:30 pm. Exact pick-up locations within each site were posted on the District's website and will be communicated by the school principal. Our first day of distribution was Friday, August 14, the first Friday before school started.

Touchless service - Families were given a barcode for each of their students that was scanned when the meals were picked up. Meals were picked up from the school site the student attends.

Students do not need to be present to collect their meals on the distribution day. Families could send another person to pick up meals if they could not pick up meals during the distribution pick-up time. It was each family’s responsibility to give the person the student barcode.

Families who qualified for Free benefits did not have to pay for these meals. Families who qualified for Reduced benefits paid .30 cents for each nutrition meal and .40 cents for each lunch meal. Families who did not qualify for benefits paid full price for each meal. Elementary is \$2.25 for each nutrition meal and \$3.50 for each lunch meal. Middle and High School was \$2.50 for each nutrition meal and \$3.75 for each lunch meal.

Plans for meals when in-school instruction occurred were dependent upon negotiations as the school schedule influenced meal service at schools which continued to include food distribution on Fridays or possibly at-school meals though at-school meals were highly unlikely given the health conditions.

Communications to families were done through Blackboard texting, emails, and the district website. Information on meal distribution was also located on the District’s website under Food Services.

Staff and administrators reported that the challenge of school nutrition was the response rate which diminished over time. Even with strong communications and simple methods for food distribution, some families did not exercise that option. Parents expressed concerns about packaged meals as opposed to the usual provision of meals under normal circumstances though they understood that it was not permissible given the health conditions.

[Add text here]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning	Secondary Online Credit Recovery Program for Targeted Subgroups - for unduplicated students who are in the	220,478	220,478	Y

In-Person Instructional Offerings	targeted subgroups who need to recover credit for classes they failed are served appropriately, not only in the summer but during the regular school day (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Secondary Summer School Program for Credit Recovery - for high school unduplicated students who have failed one or more courses during the regular school year to make up credits. This program has increased in students served each year, which can be attributed to high graduation rates, which is an area of strength for the district. (LCAP Supplemental Funds)	166,732	221,045	Y
Distance Learning In-Person Instructional Offerings	High School Counselors to Support Targeted Subgroups/Unduplicated Students (2 FTEs) - Meet with students, review progress report grades, and refer to appropriate interventions as needed Conduct individual interviews with students to review courses, schedules, graduation requirements, and college and career goals; Increase the number of ELs who are re-designated; Provide academic guidance to ELs and students who are not on track to complete graduation requirements; Increase graduation rates for EL students; Increase the number of students who complete UC a-g requirements; Reduce the number of students receiving Ds and/or Fs; Conduct post-secondary orientation for all grade 11 students; Host parent education events to inform parents about financial aid at the college level; Host 9th-grade orientation events Provide students with information about accessing career and technical education courses and work-based learning opportunities and career pathways (LCAP Supplemental Funds)	226,162	226,594	Y
Distance Learning In-Person Instructional Offerings	Middle Schools Counselors to Support Targeted Subgroups/Unduplicated Students (3 FTEs) - Provide parents and students with information about high school graduation requirements and UC a-g course requirements; Review progress grades and refer students to appropriate	320,578	331,626	Y

	interventions; Increase the number of ELs who are redesignated; Reduce the number of students receiving Ds and/or Fs; Host transition events for parents and students regarding articulation to middle and high school (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Secondary Intervention At-Risk Specialists (6 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotionally safe, they are focused on their studies and perform better academically. (LCAP Supplemental Funds)	490,867	190,478	Y
Distance Learning In-Person Instructional Offerings	Elementary Intervention At-Risk Specialists (11 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotionally safe, they are focused on their studies and perform better academically. (LCAP Supplemental Funds)	800,000	396,719	Y
Distance Learning In-Person Instructional Offerings	Family Services Agency of Burbank Counseling Program – counseling services for at-risk/unduplicated students (LCAP Supplemental Funds)	30,000	30,000	Y
Distance Learning In-Person Instructional Offerings	Caseworker; Foster Youth, Homeless & At-Risk/Unduplicated Students (1 FTE) - Services address mental health issues; chronic absenteeism; academics and have the potential to drop out of school. (LCAP Supplemental Funds)	45,000	0	Y

Distance Learning In-Person Instructional Offerings	PBIS Elementary & Secondary Supports - the district continues to see a decrease in poor behaviors, absenteeism, and low academic performance of unduplicated students as the school environment is focused on Positive Behavior Intervention and Supports. We will examine this data longitudinally as we start to be fully implemented in PBIS district-wide. (LCAP Supplemental Funds)	5,000	5,000	Y
Distance Learning In-Person Instructional Offerings	Monterey High School Teachers (4 FTEs) - This action item will provide the necessary resources to run smaller class sizes at the continuation school for our targeted/unduplicated subgroups of students. The continuation high school program allows an academically supportive environment for English Learners and Students with Disabilities to thrive with the general population of students who are behind in credits. Oftentimes, these students have been unsuccessful because of chronic absenteeism or because they could not manage the larger comprehensive high school which was too big for them. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher perform better academically. Additionally, the district has designed flexibility in the academic program for the continuation school with students being able to access the curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)	455,829	338,375	Y
Distance Learning	Monterey High School Assistant Principal (1 FTE) - The continuation high school serves primarily socio-economically disadvantaged/unduplicated students, as well as Students	173,284	172,906	Y

<p>In-Person Instructional Offerings</p>	<p>with Disabilities and English Language Learners. The leadership at the site is critical because the academic success of these students depends on the trusting relationships that are built with the adults on campus. The role of the assistant principal at the continuation school is to learn each student's story and determine how to provide the social/emotional support and academic accommodations for the targeted subgroups of students to be successful. The district has used this approach at the comprehensive school site with students who are at risk of not graduating with tremendous success as evidenced by the graduation rates on the California Dashboard. (LCAP Supplemental Funds)</p>			
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Community Day School Teachers - This action item will provide the necessary resources to run smaller class sizes at the community day school for our targeted/unduplicated subgroups of students. The community day school program allows an academically supportive environment for English Learners and Students with Disabilities to thrive with the general population of students who are behind in credits. Oftentimes, these students have been unsuccessful because of chronic absenteeism or because they had behavioral issues that impeded their ability to learn. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher perform better academically. Additionally, the district has designed flexibility in the academic program for the community day school with students being able to access the curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)</p>	<p>227,906</p>	<p>224,626</p>	<p>Y</p>

<p>Distance Learning In-Person Instructional Offerings</p>	<p>Community Day School Instructional Assistants - This action item will provide the necessary resources to run smaller class sizes at the community day school for our targeted/unduplicated subgroups of students. The community day school program allows an academically supportive environment for English Learners and Students with Disabilities to thrive with the general population of students who are behind in credits. Oftentimes, these students have been unsuccessful because of chronic absenteeism or because they had behavioral issues that impeded their ability to learn. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher perform better academically. Additionally, the district has designed flexibility in the academic program for the community day school with students being able to access the curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)</p>	<p>132,855</p>	<p>143,265</p>	<p>Y</p>
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Elementary Curriculum Specialists (11 FTEs) - Manage and organize site EL programs; Manage and organize site ELPAC testing programs; Manage and supervise site Rtl program to support underperforming/unduplicated students; Organize and conduct professional development; Analyze data and review with staff Demonstrate lessons; Provide direct intervention services to underperforming students in targeted subgroups (LCAP Supplemental Funds)</p>	<p>1,375,000</p>	<p>709,373</p>	<p>Y</p>
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Elementary Library Assistants (11 FTEs) - Check out books; Stock and weed collections Manage information systems; Manage school-wide Accelerated Reader Program; Provide direct services to classes and targeted/unduplicated</p>	<p>322,574</p>	<p>321,046</p>	<p>Y</p>

	subgroup students; Provide after school access to the library for targeted subgroup students (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Elementary Response to Intervention for English & Math - Provide direct intervention for underperforming/unduplicated students by certificated classroom and intervention teachers; Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program; Utilize part-time intervention teachers to provide direct support to students; Create and implement ELA and Math Intervention; Provide supplemental materials. (LCAP Supplemental Funds)	500,839	500,840	Y
Distance Learning In-Person Instructional Offerings	Extended School Year/Summer School for English Learners - Teachers to provide direct services to EL students during the summer. Instruction in reading, writing, and listening skills necessary for EL success in language arts at the next grade level; Increase the number of EL students who are reclassified (LCAP Supplemental Funds)	52,000	52,000	Y
Distance Learning In-Person Instructional Offerings	English Learner Program, Maintenance of Effort (formerly EIA/LEP) - Provide support for students in classes by Instructional Assistants; Provide materials and supplies to support site-based EL programs; Provide liaison support between the school and community for translation, parent contact, and parent education; Implement and monitor implementation of Master Plan for English Learners (LCAP Supplemental Funds)	1,146,914	1,246,322	Y
Distance Learning In-Person Instructional Offerings	English Language Development Specialists, Elementary (3 FTEs) - Maintain 3 ELD specialists to support students and staff at elementary schools with English Learners; Organize and conduct professional development in Designated ELD Monitor progress of ELs and recently reclassified students Attend Project G.L.A.D. and Step up to Writing training; Assist in the analysis of data and review with staff; Demonstrate lessons; Participate in SSTs, IEPs, and the development of ILPs; Provide direct intervention services;	485,228	0	Y

	Perform assessment duties (LCAP Supplemental Funds) (Includes \$216,000 from COVID funds)			
Distance Learning In-Person Instructional Offerings	ELD Instructional Assistants, Elementary (23 positions) - Provide additional hourly support in E/LA and ELD at the elementary level; Work with small groups of students to allow for differentiation and Tier II intervention; Assist teachers in the implementation of the ELD program; Assist teachers in the implementation of the Rtl program (LCAP Supplemental Funds)	339,574	350,163	Y
Distance Learning In-Person Instructional Offerings	Interpreters for Second Language Learners, Parents - Continue to recruit and hire more classified staff who can provide interpretation services at all sites that have an English Learner Advisory Committee (ELAC), as well as to any District families who require translation; Translate documents for parents of English Language Learners (LCAP Supplemental Funds)	65,000	65,000	Y
Distance Learning In-Person Instructional Offerings	Dual Immersion Instructional Assistants (8 positions) - Provide Instructional Assistants (IAs) - Primary Language Support Fund IAs - Primary Language Support at Disney Elementary and McKinley Elementary; Work with small groups of students to allow for differentiation and Tier II Intervention (as needed); Serve as an additional language model of the target language; Assist teachers in the implementation of the dual immersion program (LCAP Supplemental Funds)	100,043	99,634	Y
Distance Learning In-Person Instructional Offerings	Secondary Designated ELD for One period per day teaching Designated ELD (five .2 FTEs) - Provide a separate class for students who are in Transitional English to address the Standards for ELD (Designated ELD). (LCAP Supplemental Funds)	235,590	235,590	Y
Distance Learning In-Person Instructional Offerings	Teacher for grades 4 & 5 at Disney & McKinley for FY, H, EL & F/R unduplicated students (2 positions 0.5 FTEs) – Provide class size reduction for grades 4 and 5 to	200,913	202,711	Y

	decrease student: teacher ratio (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Dual Immersion Teachers for FY, H, EL & F/R unduplicated students - This action item will provide resources to run dual immersion classes with smaller class sizes. The program allows a rich environment for English Learners to thrive with students who are both native speakers and English-only students. Given that the research shows English Learners enrolled in a dual immersion program outscore their monolingual peers, this program will continue to be provided for our students in Burbank. The district has developed a plan for these students to transition into middle school, which includes the ability to take Spanish for high school credit. This action item will allow for class size reduction so that there are 5 to 7 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)	529,806	517,764	Y
Distance Learning In-Person Instructional Offerings	Child Care Teacher and Instructional Assistant - The district will provide preschool for low socioeconomically disadvantaged students.	135,846	39,408	Y
Distance Learning In-Person Instructional Offerings	Extended Transitional Kindergarten for unduplicated students (two 0.5 FTE teachers) - This action item will serve as a one-year pilot for the district's targeted subgroup that would allow students to participate in a transitional kindergarten program so that they are better prepared socially and academically for kindergarten. We know that when kids are exposed to school early, they are better prepared to acclimate to kindergarten and they perform better academically, which is why it is a most effective use of funds. This program is specifically for our targeted	142,293	142,293	Y

	subgroups and the action item will be reevaluated at the end of the school year. (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Professional Development Day for all teachers 1/2 day - The focus of the professional development is on the delivery of instruction as it pertains to our targeted subgroups. The strategies are intended to help teachers better differentiate lessons for students so the content is more accessible to students. For example, Project GLAD strategies and how to effectively use them is an example. These strategies are researched based and proven to be effective as evidenced by the increase in students who are reclassified. It is also evident in the graduation rates specific to English Language Learners which makes this a most effective use of funds as good first teaching is so critical. The professional development will also have a specific focus on math, including number sense. The district will be employing the strategies and plan for the California Education Partners Collaborative. (LCAP Supplemental Funds)	200,000	200,000	Y
Distance Learning In-Person Instructional Offerings	Induction and Professional Development Teacher (.2 FTE) - The teacher on special assignment is the point person for providing schools with a system of monitoring the instructional program. support is provided to principals by assisting them in designing intervention systems and accountability to address the achievement; The position also supports beginning teachers by monitoring and coaching throughout the year so that these teachers can clear their credentials. (LCAP Supplemental Funds)	36,375	20,848	Y
Distance Learning In-Person Instructional Offerings	Psychologists at Title 1 Schools (2 FTEs) - Provide additional psychological services support at Middle School Title 1 schools, to support targeted subgroups of students. (LCAP Supplemental Funds)	293,343	293,343	Y
Distance Learning	Instructional Technology Teacher Support (.2 FTE) - TOSA for Instructional Technology to help provide professional development and provide on-site support to	23,022	23,022	Y

In-Person Instructional Offerings	teachers, administrators, and other staff especially needed during distance learning (LCAP Supplemental Funds)			
Distance Learning In-Person Instructional Offerings	Special Education Behavior Interventionists (2 FTEs) - Professional behavior interventionist support for any students with significant emotional/ behavioral needs; Provide direct modeling to teachers, aides, and other support staff at secondary sites; Provide P.D. for all secondary aides; Develop/revise behavior intervention plans for students, as needed. (LCAP Supplemental Funds)	142,302	142,302	Y
Distance Learning In-Person Instructional Offerings	Student Services Attendance Specialist (.5 FTE) - Meet regularly to share best practices and to analyze data to be able to appropriately address the needs of students. Therefore, the data they collect and analyze includes attendance data, tardy data, suspension data, expulsion data, and discipline data that includes other means of correction. (LCAP Supplemental Funds)	58,606	58,606	Y
In-Person Instructional Offerings	Student Services Transportation Services for Foster Youth – Provide transportation services for foster youth (LCAP Supplemental Funds)	22,083	22,083	Y
Distance Learning Support for Pupils with Unique Needs	Child Care to extend the ASES program to 8:00 – 5:30 Monday through Friday augmenting the ASES grant for full-day child care	300,000	\$ 74,160	N
Distance Learning Support for Pupils with Unique Needs	Child Care to extend the Around the Bell program to 7:00 – 6:00 Monday through Friday augmenting the funding for child care to run a full-day program	500,000	\$1,031,000	N
In-Person Instructional Offerings	COVID-19 testing costs for in-person staff; at least three times per year;	450,000	\$17,600	N
In-Person Instructional Offerings	Personal Protective Equipment – masks, gloves, bodysuits, shields, cleaning products	500,000	\$471,436	N

In-Person Instructional Offerings	COVID-19 Leave Specialist position – to remain current on requirements; advise employees; maintain records; monitor leaves	50,000	\$ 63,422	N
In-Person Instructional Offerings	Learning Loss Specialist position – to organize services that can be provided to unduplicated students to address learning loss	50,000	\$ 44,580	N

[Add text here]

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Secondary Summer School Program for Credit Recovery - This allocation is for unduplicated high school students who have failed one or more courses during the regular school year to make up credits. In the summer of 2020, this program has increased in the number of students served each, which can be attributed to high graduation rates, which is an area of strength for the district. The original allocation was \$166,732. The actual spent was \$221,045. Services to socio-economically disadvantaged youth, English Learners, Foster Youth, and students experiencing homelessness were not interrupted.

Middle School Counselors to Support Targeted Subgroups/Unduplicated Students (3 FTEs) - Middle school counselors provide day-to-day counseling guidance to students and parents. Additionally, they provide parents and students with information about high school graduation requirements and UC a-g course requirements; Review progress grades and refer students to appropriate interventions; Increase the number of ELs who are redesignated; Reduce the number of students receiving Ds and/or Fs; Host transition events for parents and students regarding articulation to middle and high school (LCAP Supplemental Funds) The original allocation was \$320,578. The estimated actual is \$331,626. The original allocation was lower than it should have been.

Secondary Intervention At-Risk Specialists (6 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotionally safe, they are focused on their studies and perform better academically. (LCAP Supplemental Funds) The original allocation was \$490,867. The estimated actual is \$190,478 from LCAP Supplemental funds.

The remaining salary and benefits of the six secondary intervention at-risk specialists were shifted to ESSER II to save LCAP funding in future years as it is expected that LCAP Supplemental funds will reduce overtime and expenditures especially salaries and benefits in LCAP supplemental will increase. Services to socio-economically disadvantaged youth, English Learners, Foster Youth, and students experiencing homelessness were not interrupted.

Elementary Intervention At-Risk Specialists (11 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotionally safe, they are focused on their studies and perform better academically. (LCAP Supplemental Funds) The original allocation was \$800,000. The estimated actual is \$396,719 from LCAP Supplemental funds. The remaining salary and benefits of the six secondary intervention at-risk specialists were shifted to ESSER II to save LCAP funding in future years as it is expected that LCAP Supplemental funds will reduce overtime and expenditures especially salaries and benefits in LCAP supplemental will increase. Services to socio-economically disadvantaged youth, English Learners, Foster Youth, and students experiencing homelessness were not interrupted.

Caseworker; Foster Youth, Homeless & At-Risk/Unduplicated Students (1 FTE) - Services address mental health issues; chronic absenteeism; academics and have the potential to drop out of school. (LCAP Supplemental Funds) The original allocation was \$45,000. The estimated actual is \$0. The organization that had originally planned to carry out this service backed away from providing this service. It was decided for continuity of the program to not seek out a new vendor. Services to socio-economically disadvantaged youth, English Learners, Foster Youth, and students experiencing homelessness were not interrupted as at-risk intervention specialists, attendance specialists, counselors, teachers, and administrators continued to attend to these students' needs.

Elementary Curriculum Specialists (11 FTEs) - Manage and organize site EL programs; Manage and organize site ELPAC testing programs; Manage and supervise site Rtl program to support underperforming/unduplicated students; Organize and conduct professional development; Analyze data and review with staff Demonstrate lessons; Provide direct intervention services to underperforming students in targeted subgroups (LCAP Supplemental Funds) The original allocation was \$1,375,000. The estimated actual is \$709,373. The salary and benefits of the eleven curriculum specialists were shifted to ESSER II to save LCAP funding in future years as it is expected that LCAP Supplemental funds will reduce overtime and expenditures especially salaries and benefits in LCAP supplemental will increase. Services to socio-economically disadvantaged youth, English Learners, Foster Youth, and students experiencing homelessness were not interrupted.

English Learner Program, Maintenance of Effort (formerly EIA/LEP) - Provide support for students in classes by Instructional Assistants; Provide materials and supplies to support site-based EL programs; Provide liaison support between the school and community for translation, parent contact, and parent education; Implement and monitor implementation of Master Plan for English Learners (LCAP Supplemental Funds) The original allocation was \$1,146,914. The estimated actual is \$1,246,322. This is an increase in salary and benefit expenditure of 99,408 due to the addition of three instructional assistants. Services to English Learners were increased.

English Language Development Specialists, Elementary (3 FTEs) - Maintain 3 ELD specialists to support students and staff at elementary schools with English Learners; Organize and conduct professional development in Designated ELD Monitor progress of ELs and recently reclassified students Attend Project G.L.A.D. and Step up to Writing training; Assist in the analysis of data and review with staff; Demonstrate lessons; Participate in SSTs, IEPs, and the development of ILPs; Provide direct intervention services; Perform assessment duties (LCAP Supplemental Funds) (Includes \$216,000 from COVID funds) The original allocation was \$485,228. The estimated actual is \$0. The salary and benefits of the four ELD specialists were shifted to ESSER II to save LCAP funding in future years as it is expected that LCAP Supplemental funds will reduce overtime and expenditures especially salaries and benefits in LCAP supplemental will increase. Services to English Learners were not interrupted.

ELD Instructional Assistants, Elementary (23 positions) - Provide additional hourly support in E/LA and ELD at the elementary level; Work with small groups of students to allow for differentiation and Tier II intervention; Assist teachers in the implementation of the ELD program; Assist teachers in the implementation of the RtI program (LCAP Supplemental Funds) The original allocation was lower than it should have been.

Dual Immersion Teachers for FY, H, EL & F/R unduplicated students - This action item will provide resources to run dual immersion classes with smaller class sizes. The program allows a rich environment for English Learners to thrive with students who are both native speakers and English-only students. Given that the research shows English Learners enrolled in a dual immersion program outscore their monolingual peers, this program will continue to be provided for our students in Burbank. The district has developed a plan for these students to transition into middle school, which includes the ability to take Spanish for high school credit. This action item will allow for class size reduction so that there are 5 to 7 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds) The original allocation was \$529,806. The estimated actual is \$517,764. This is a difference of \$12,042. The reduction was due to a new teacher being hired at a rate lower on the salary schedule. Services to students were not interrupted.

Child Care Teacher and Instructional Assistant - The district will provide preschool for low socioeconomically disadvantaged students. The original allocation was \$135,846. The estimated actual is \$39,408. This is a difference of \$96,438. There was an increase in State Preschool funding so there was a cost-saving. Services to students were not interrupted.

Induction and Professional Development Teacher (.2 FTE) - The teacher on special assignment is the point person for providing schools with a system of monitoring the instructional program. The position also supports beginning teachers by monitoring and coaching throughout the year so that these teachers can clear their credentials. (LCAP Supplemental Funds) The original allocation was \$36,375. The estimated actual is \$23,022. This is a difference of \$13,353. The reduction was due to a new teacher being hired at a rate lower on the salary schedule. Services to students were not interrupted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the academic year 2020-21, the District responded to the COVID-19 pandemic in multiple ways along the way as described above. In short, the District originally planned to open schools in August 2020 with distance learning and a hybrid model that consisted of distance learning and in-school support and intervention. The District then pivoted to start schools on August 17, 2020, with 100% distance learning in response to the COVID pandemic and the Governor's orders, and Los Angeles County Department of Public Health (LACDPH) orders. Then on April 12, 2021, the District again pivoted to provide distance learning and a hybrid model that consisted of distance learning and in-school support and intervention. The goals and actions in the 2021–24 LCAP address the academic, engagement, social-emotional well-being of all students with special attention to socioeconomically disadvantaged students, English learners, foster you, students with disabilities, and students experiencing homelessness.

Further detail according to the 2019 California Dashboard Evaluation Rubric for English Language Arts, the academic performance for students in Burbank is a relative strength as indicated by the "green" status and 28 points above standard. Overall, student academic performance increased. Specifically, the performance of Socio-economically Disadvantaged students decreased from "green" to "yellow." Students with Disabilities and Hispanic students maintained "yellow." Foster Youth increased from "orange" to "yellow." Homeless students maintained at "orange." English learners maintained "yellow" status."

This year, the District continued on the alignment and implementation of the State standards with the new English textbook in secondary schools. While unpacking the standards, teachers used the Dashboard data, local indicators, and site assessments to determine areas of strength and areas for improvement which helped not only in aligning the standards within units of study.

The 2019 California Dashboard reports that in mathematics the status is "yellow" down from "green" status. Nearly all subgroups are in "orange" including Homeless, English Language Learners, Socio-economically Disadvantaged, Hispanic, and Students with Disabilities. The only group in "yellow" is Foster Youth. "Green" status is Filipino and White subgroups.

The math curriculum and the alignment of standards are a focal point for Burbank Unified as we are part of the California Collaborative with other schools that are trying to close the achievement gap specifically in math. The district has just completed professional development with administrators on good first instruction. The teachers will be trained right before school starts as it will set the stage for the work that will continue during the year. For math, one of the main areas of focus will be on number sense.

The attendance and engagement rates of unduplicated students, as well as students with disabilities, remained comparable to that of all students with between 96%-97% attending school daily whether in distance learning or the hybrid model. In general, students are attending school and absenteeism is not a concern though will always need to be attended to maintain or grow in that area.

The academic achievement gap still exists between subgroups and ongoing strategies/actions are needed to attend to that gap. This will include greater attention to the delivery of the core curriculum, monitoring student achievement, identifying students where gaps exist, and providing those individuals (and subgroups) with specialized strategies to close the achievement gap.

The "D" and "F" rates from Spring 2019 to Fall 2019 decreased 0.45% from 8.5% to 8.05%. The "D" and "F" rates will continue to be addressed through teaching and learning and then through credit recovery.

The A through G successful completion rates are 0.8% from the 2018-2019 rate of 49.2% to the 2019-2020 rate of 50%. This completion is on par with the State; however, the District will continue to move towards a greater percentage of students attaining A-G requirements. This may include a stronger collaboration between the District and the community college system.

The School Attendance rate increased 1.33% from 94.97% in 2018-2019 to 96.3% in 2019-2020. LCAP Supplemental funded staff and non-funded staff will continue to monitor and take action to see that students are attending schools and achieving mastery of the State Standards with the ultimate goal of graduation from the District.

The dropout rate calculation is reported through the California Department of Education's DataQuest 2018-2018 dropout rate for the State at 2.4% and Los Angeles County at 3.2%. The District estimates the rate at 2% and will continue to monitor and take action to see that students do not drop out of school. These actions will be performed by LCAP Supplemental funded positions as well as non-LCFF-funded positions.

The Suspension Rate decreased 0.6% from 2.7% in 2018-2019 to 2.1% in 2019-2020. The suspension rate for English Learners and Socioeconomically Disadvantaged changed as reported on the 2019 Dashboard from "orange" in 2018 to "yellow" in 2019. This indicates that fewer English learners and Socioeconomically Disadvantaged students are suspended.

The expulsion rate decreased 0.01% from 0.01% in 2018-2019 to 0.0% in 2019-2020. These actions will be performed by LCAP Supplemental funded positions as well as non-funded positions.

Student achievement in Reading/English Language Arts and Mathematics are going to need continued attention especially for unduplicated students including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. Interventions will be needed to attend to the gaps in achievement. Historically, these subgroups have made some progress but not enough.

We are expecting that foster youth, English learners, and low-income students are likely to have significant learning losses. Our Intervention Teachers will provide focused lessons in ELA, math, and designated ELD to get our disadvantaged youth, English learners, homeless, and foster, who had been making great progress, moving again. Our English learners have thrived with their support, and we expect they will be able to accelerate progress. Their other area of focus is to support young students who are learning to read. The Intervention Teachers have a very strong track record in this area, with data from previous years showing their students consistently show gap-closing growth, with Hispanic and African American students showing the most improvement, followed by unduplicated students (foster youth, English learners, and low-income students). During the school closure, they continued to provide reading instruction through teleconference. We are very interested to see how learning losses in this group compared to learning losses for children not receiving their help. They are also a key resource for helping students most affected by the closure catch up.

Greater attention is going to be needed for English learners to help them better obtain English, be successful in their core academics, and grow the graduation rate.

Health and safety considerations will continue to be proactive and responsive to the current climate related to COVID-19. The District will continue to follow all LACDPH orders. LCAP Supplemental funds will not be used for direct COVID-19 supplies and materials; however, GEER and ESSER funds will be used as allowable. The collaborative planning across the departments of the District demonstrated that once the health requirements were understood that systems could be created and well-implemented. In particular, air quality was of particular interest and the Facilities Department was able to install MERV-13 and other filters to address air quality. The HVAC systems in most schools have been upgraded over the past few years and are connected to a districtwide centralized system through schools and classrooms can be disconnected from the central system. Classroom windows and doors were also allowed to remain open.

Mental health and social-emotional learning supports will continue and will be described in the 2021-24 LCAP. The role of the at-risk intervention specialists reached out especially to unduplicated students to ensure that they were connected daily to their classrooms

and that their mental health and well-being were monitored. When needs were identified, the principals got involved to obtain the necessary resources to assist the students and/or family.

English Learners

The attendance rate of English learner students was on par with All Students at about 96%. Students attended designated ELD classes as they would in a regular school year though virtually and then returned to in-person instruction in April. Unfinished learning was on par with All Students as reported by principals. The D/F failure rate was at 8% which is similar to the regular school year. The 20-day elementary summer school program included a special push towards having English learners in attendance. Approximately 125 students were in attendance daily. Staff kept focus on this subgroup. Moving forward towards 2021-22, the actions that are typically planned for English learners should continue as the data indicates that they work.

Low income students

The attendance rate of low-income/disadvantaged students was on par with All Students at about 96%. Students attended classes as they would in a regular school year though virtually and then returned to in-person instruction in April. . Unfinished learning was on par with All Students as reported by principals. The D/F failure rate was at 8% which is similar to the regular school year. The 20-day elementary summer school program included a special push towards having low income/disadvantaged students in attendance. Additionally the YMCA also offered a 20-day summer program for low income students. Approximately 125 students were in attendance daily at each program. Staff kept focus on this subgroup. Moving forward towards 2021-22, the actions that are typically planned for low income students should continue as the data indicates that they work.

Pupils with disabilities served across the full continuum of placements

The attendance rate of students with disabilities was on par with All Students at about 96%. Students attended classes as they would in a regular school year though virtually and then returned to in-person instruction in April. . Unfinished learning was on par with All Students as reported by principals. Services were provided as they would have been in a regular school year. The 20-day extended school year summer school program was offered as it would have been in a regular school year. Approximately 125 students were in attendance daily at the summer program. Special EDucation also offered a longer school day starting in February to provide students services. Staff kept focus on this subgroup. Moving forward towards 2021-22, the actions that are typically planned for students with disabilities should continue as the data indicates that they work.

Pupils in foster care

The attendance rate of foster care students was on par with All Students at about 96%. Students attended classes as they would in a regular school year though virtually and then returned to in-person instruction in April. Unfinished learning was on par with All Students

as reported by principals. The D/F failure rate was at 8% which is similar to the regular school year. Moving forward towards 2021-22, the actions that are typically planned for English learners should continue as the data indicates that they work.

Pupils experiencing homelessness

The attendance rate of students experiencing homelessness was on par with All Students at about 96%. Students attended classes as they would in a regular school year though virtually and then returned to in-person instruction in April. Unfinished learning was on par with All Students as reported by principals. The D/F failure rate was at 8% which is similar to the regular school year. Moving forward towards 2021-22, the actions that are typically planned for English learners should continue as the data indicates that they work.

Student Support Intervention Specialists

Our student support intervention specialists are part of our tiered system for reaching out to support students who are not participating in distance learning, and we expect that foster youth, English learners, and low-income students may have the greatest barriers to participation. Our student support specialists know many of these students by name and need, and they are a friendly voice reaching out to get students on track or to make a request for a laptop or other needed items and support. When we are at school, they plan inclusive recess activities that help students build friendships, and students talk to them when they are upset. Their empathy and positive outlook will translate well to a distance learning environment.

The District administered pre-and post-tests (District benchmark assessments in grades TK-12 in Reading/English Language Arts and mathematics. In secondary schools history-social science, science, physical education, and other departments administered District benchmark assessments.

In conclusion, the 2021-24 LCAP plan will need to include additional support for unduplicated students through and not limited to:

- an intervention counselor(s)
- an At-Risk Intervention Specialist(s) at all sites
- PBIS training
- Implementation of interventions
- Behavior Intervention Specialists

- School Psychologists

Additionally, the District's 2021-24 LCAP will also include goals, strategies, and action steps that address:

- High priority students (socioeconomically disadvantaged students, English learners, reclassified fluent English learners, foster youth, and special education students)
 - Student performance and academic achievement English Learner proficiency rates
 - Effective teaching and professional development with the implementation of the California State Standards
 - Immediate intervention for underachieving students and student subgroups
 - Recruitment and retention of high-quality teachers and support staff
 - Parental involvement
 - Increased graduation rates especially for targeted subgroups
 - Decreased drop-out rates especially for targeted subgroups
 - Support of schools in Program Improvement status (Monterey Continuation School)
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils who are experiencing homelessness, and foster youth) served across the full continuum of placements.

In May 2021, pupil learning loss was measured through end-of-year assessments in grades TK-12. In elementary schools, students took end-of-year assessments in Reading/Language Arts and mathematics. This information will be used by teachers and administrators in designing teaching and learning at the start of the school year in August 2021. Students will also take part in iReady assessments that will be administered in August 2021 in Reading/Language Arts and mathematics that will serve as another touch point to measure learning loss. Again, this data will be used to inform instruction. Services such as interventions are being funded through the 2021-24 LCAP Supplemental Plan. Summer school/academy programs are being implemented beginning in June 2021

funded by the AB 86 Expanded Learning Opportunities Grant. In future years, the LCAP Supplemental funds will be used to pay for summer school/academy services.

In middle school and high school, students were administered District benchmarks/department tests. The results from this test will help to inform instruction for the start of the school year in August 2021. Additionally, secondary students will take a pre-test to measure where they are at in English Language Arts and mathematics. This data will be used to inform decisions on programs and instruction for secondary students. Services such as intervention sections, summer school, and independent learning academy are being funded through the 2021-24 LCAP Supplemental Plan. Summer school/academy programs are being implemented beginning in June 2021 funded by the AB 86 Expanded Learning Opportunities Grant. In future years, the LCAP Supplemental funds will be used to pay for summer school/academy services.

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall, there is little discrepancy in the delivery of services to students in unduplicated student groups during the school year in a virtual environment and in person. A description of substantive differences between actions and services is provided above in each section.

The actual expenditures do not fully reflect the actual expenditures. An example of that are the expenditures for the at-risk intervention specialists who were employed for the entire school year, paid for the entire school year; however, their expenditures did not fully hit the books as reported in the estimated actuals. Once the books are closed, the full budgeted expenditure is expected to be spent. The original allocation was \$490,867 for secondary schools and 800,000 for elementary schools. The estimated actual is \$190,478 and \$396,719 respectively. This is a difference of \$300,389 and \$403,281. Services to students were not interrupted as the staff worked daily throughout the school year and were in direct communication to students and families.

A caseworker for foster youth and students experiencing homelessness was expected to be contracted out by an outside agency. The agency did not hire that person and the responsibilities for providing those services continued with staff in the Student Services office. The original allocation was \$45,000. The estimated actual is \$0. This is a difference of \$45,000. Student Services staff completed the services required for foster youth and students with disabilities. Services to students were not interrupted.

Services provided to Monterey high school's unduplicated student group continued as they normally would; however, the estimated actuals do not reflect the total expenditure for the entire school year. It is anticipated that the budgeted expenditure will be exhausted once the books are closed. The original allocation was \$455,829. The estimated actual is \$338,375. This is a difference of \$117,454. Services to students were not interrupted.

The elementary school curriculum specialists provided services the entire school year. It is anticipated that the budgeted expenditure will be exhausted once the books are closed. The original allocation was \$1,375,000. The estimated actual is \$709,373. This is a difference of \$665,627. Services to students were not interrupted.

The English Language Development Specialist costs were shifted to COVID federal funds. The original allocation was \$485,228. The estimated actual is \$0. This is a difference of \$485,228. The ELD Specialists worked the entire school year. Services to students were not interrupted.

The costs for the child care teacher and instructional assistant for unduplicated student groups was provided for the entire school year. Some of these costs were shifted to COVID funds. The original allocation was \$135,846. The estimated actual is \$39,408. This is a difference of \$96,438. Services to students were not interrupted.

[Add text here]

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

When schools abruptly closed last spring, we needed to figure out how to serve our foster youth, English learners, and low-income students. Many students in these groups had a challenging spring with distance learning, social-emotional learning, and family conditions. In March 2020, the District responded quickly to identify unduplicated students in need of Chromebooks (one per student as needed) and hotspots (one per family). It took about three weeks to get technology purchased, inventoried, distributed to schools and distributed to all students in need at school sites. An additional challenge was for their parents who were either working from home or were essential workers and not available to pick up technology and that had to be rescheduled for some. In addition, families and students had to learn how to log in, access the core and supplemental curriculum, how to navigate Google Classroom, and/or Zoom, the primary platforms used for delivery of the curriculum. Parents and other adults in the home were not always available to help with schoolwork.

Where unduplicated student engagement faltered, we had teachers, media technicians, intervention specialists, and instructional assistants working with these students and their families. As a District, we learned a great deal from that process about what would be needed if these groups were to benefit from distance learning. Additionally, Intervention Specialists experimented with a variety of strategies to provide targeted direct instruction to close learning gaps. Intervention Specialists learned about what was effective and used that learning to build their plan for 2020-21.

The District is improving service to foster youth, English learners, and low-income students by increasing technology available to check-out to students, taking a more proactive and long-range approach to family connectivity, establishing a clear, tiered system for re-engaging students, providing improved online learning resources, responding to student and family requests for a single place to find and turn in assignments by training teachers and implementing Google Classroom, and providing online learning programs that are interactive and interesting. We were able to give the District assessments to measure progress in spring 2020-21. In May 2021 we administered the assessments at home. Results of these assessments are not available at this time but will be in the coming weeks. Our improved ability to assess is key: we need to identify learning gaps and losses before we can fill them. In August 2021, the beginning of the year District assessments will be administered. In elementary schools, the iReady initial assessment will be administered. The results of these assessments will be discussed in grade level and department meetings with the school's administrator. These assessments will be administered to English learners, low-income students, pupils with disabilities, foster youth, and students experiencing homelessness.

The actions and services listed above have a differential positive effect on the unduplicated students most likely to disengage from learning. Providing technology and providing supplementary instruction levels the playing field. Improving the systems that support our distance learning, such as the implementation of Google Classroom and teacher training, and engaging software to fill in gaps from last year will also help. In addition, our teachers will be providing more live instruction in 2020-21, making it easier to build supportive relationships with the students who may be struggling the most.

The District and school sites are closely monitoring attendance and engagement. When students are absent initially, the teacher will give that student's name to the school office and to the intervention specialist who will contact the family to ensure that the family knows that school is in session and that the student/family has connectivity and can access the teacher's Google Classroom, core curriculum, and supplemental materials.

Intervention teachers at the elementary level will be in contact with unduplicated students especially to make certain that they are mastering the State standards from the lessons provided by teachers and instructional assistants.

Credit recovery during the school year and in summer school will be offered to unduplicated students. This opportunity is for high school unduplicated students who have failed one or more courses during the regular school year to make up credits. This program has increased in students served each year, which can be attributed to high graduation rates, which is an area of strength for the district.

High Schools and Middle Schools will have dedicated counselors for unduplicated students. Counselors meet with students, review progress report grades, and refer to appropriate interventions as needed. They conduct individual interviews with students to review courses, schedules, graduation requirements, and college and career goals. Counselors help to focus on English learner students so that they are re-designated. Counselors also provide academic guidance to English learners and other unduplicated students who are not on track to complete graduation requirements. Counselors help to increase graduation rates for EL students, foster youth, and homeless students. Counselors give guidance to increase the number of students who complete UC a-g requirements. Counselors help to reduce the number of students receiving Ds and/or Fs by counseling students. Counselors host parent education events for unduplicated families to inform parents about financial aid at the college level and other topics.; Counselors also provide students with information about accessing career and technical education courses and work-based learning opportunities and career pathways.

At-Risk Intervention Specialists will be dedicated to unduplicated students to follow up with students on academic concerns and progress. Attendance, and social-emotional learning. The scope of their work is to provide intervention when unduplicated students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted/unduplicated subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotionally safe, they are focused on their studies and perform better academically.

Alternative High Schools which serve an almost exclusive number of unduplicated students will be provided with teachers, instructional assistants, and an assistant principal. This action will provide the necessary resources to run smaller class sizes at the alternative high schools for our targeted/unduplicated subgroups of students. The two school programs allow an academically supportive environment for targeted English Learners, Foster Youth, and Homeless Students to thrive and to catch up as they are behind in credit towards graduation. Oftentimes, these students have been unsuccessful because of chronic absenteeism or because they had behavioral issues that impeded their ability to learn. The District experience has been that students who are in smaller classes with personalized attention from a certificated teacher perform better academically. Additionally, the district has designed flexibility in the academic program for the community day school with students being able to access the curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements.

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Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data from the California Dashboard and local indicators indicate that the overall 2019-2020 LCAP was implemented with relative effectiveness given the lack of data due to the COVID pandemic which began in March 2020. The 2018-2019 English Language Arts CAASPP data shows that 64.94% of students met or exceeded the standard. The 2018-2019 Mathematics CAASPP shows that 51.19% of students met or exceeded the standard. Historically, the District has outpaced the State and County CAASPP/SBAC data. The 2019-20 graduation rate for all students stayed the same with a decrease of 0.7%. The 2019-20 graduation rate for English Learners increased by 6.5%. The 2019-20 graduation rate for socio-economically disadvantaged students stayed the same with a decrease of 0.3%. The 2019-20 reclassifications rate decreased 2.3% from 18.8% to 16.5%. Only 82 students participated in credit recovery classes which is far below the normal participation rate due to the COVID pandemic.

The actions and services for the 2019-20 LCAP were implemented well and with fidelity. The LCAP detailed expenditures for the instructional program impacting our English Language Learners, socioeconomically disadvantaged youth, and students experiencing homelessness. Special Education students too were impacted by the LCAP. Health restrictions due to the COVID pandemic went into effect in March 2020. These restrictions put a damper on plans for extended services such as interventions and summer school. While the District nimbly pivoted to distance learning that began in April 2020, the focus was more on core instruction and less on extended learning.

Here are some of the highlights:

Curriculum specialists and library coordinators continued to fully implement their roles and responsibilities. These services will continue into the 2020-2021 school year. This continues to be an action item that is important to the students, parents/guardians, and teachers and has a major positive impact on teaching and learning.

Response to Intervention(Rtl) for mathematics and Reading/English Language Arts were implemented at each elementary school. The model of Rtl varies from site to site. However, the focus remains the same: reading comprehension, vocabulary development, fluency, phonemic awareness, algebraic functions, plane geometry, and basic functions. Rtl will continue into the 2020-2021 school year as it is anticipated that students will need additional intervention time and small group instruction to advance their mastery of the Standards.

Targeted Secondary Intervention classes were implemented at all secondary school sites in the BUSD. These classes are in addition to the core academic classes and are held during the regular school day. The classes are focused on English, science, and social studies. Intervention sections will continue into the 2020-2021 school year as it is anticipated that students will need additional intervention time and small group instruction to advance their mastery of the Standards.

The intervention action and services were modified and will continue to be modified to give school sites more flexibility to secure teacher and instructional assistant support and supplemental materials.

Due to the COVID pandemic, the 2020 elementary summer school for targeted subgroups was not implemented. The Burbank YMCA Learn Grow Thrive summer intervention program was not implemented.

Due to the COVID pandemic, secondary schools in Burbank Unified usually offer the following summer programs with robust attendance but in summer 2020 they were offered on a limited basis with the participation of less than 100 students:

- Burbank Traditional Credit Recovery
- Summer School Burbank Initial Credit
- Burbank Online Summer School
- ELD Initial Credit Summer School (College Readiness Block Grant)
- Independent Learning Academy Summer School

In secondary school, while the primary focus of the summer programs is to recover credit, there are usually opportunities for students to take classes for initial credit in limited numbers. The COVID pandemic caused summer learning opportunities for credit recovery to be limited or canceled. Students can usually take the following classes for initial credit in limited numbers:

- World History
- US History
- PE
- Art History
- Math, English, social studies for English Learners

The need for credit recovery is great and will continue to be a focus of the 2021-2022 LCAP as students want to attain course credit to be eligible for graduation.

The Dual Immersion program is fully implemented at Disney and McKinley elementary. The program for Grade 7 moved into the middle school and was fully implemented and Grade 8 will ensue in August 2021. The dual immersion program is highly successful and provides about 40% of students who are considered unduplicated an opportunity to advance or learn Spanish. This program will continue to be funded in the 2021-2022 LCAP.

Designated English Language Development (ELD) has been fully implemented at all elementary and secondary schools. Elementary students have designated and integrated daily instruction. Secondary schools schedule a separate class for students who are in Transition English to address the Standards for ELD. A section was added to the high school as it became a need because of the number of English Learners. The District and community see the value in the class as the baseline data for the ELPAC looks promising. The services provided for ELD will continue to be funded in the 2021-2022 LCAP. One of the greatest strengths in Burbank is the DELAC group which gives feedback on the English Learner program. The parents are very active and engaged in the work of the district. They are a parent group that consistently attends meetings and they are invested in guiding the direction for our students that fall in our targeted subgroups.

The Preschool Program provides learning opportunities to unduplicated students. There is full enrollment in the program and it has proven to be successful based on student learning. The program will continue to be funded in the 2021-2022 LCAP.

The extended Transitional Kindergarten invites students who turn five years of age in December and January to attend Transitional Kindergarten. There is full enrollment in the program and it has proven to be successful based on student learning. The Governor's initiative for preschool for four-year-olds turning five years of age is similar to Burbank's approach. The program will continue to be funded in the 2021-2022 LCAP.

It is anticipated that the graduation rate will remain in the high 90s, so programs that continue to support credit attainment and subsequent graduation will continue to be LCAP funded.

Learning loss will continue to be a concern of the District and as schools continue to plan for 2021-2022, considerations and plans will be made to address learning loss in Reading/English Language Arts and mathematics in particular.

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