

ANNUAL REPORT FOR ALTERNATIVE SCHOOLS/PROGRAMS OF CHOICE FOR WIDE DISTRIBUTION

A. Overview

The Independent Learning Academy (ILA) opened its doors in August of 2014. The ILA is available to students who reside within the boundaries of the Burbank Unified School District (BUSD). Students wishing to attend the ILA must be at least within two grade levels in reading/vocabulary. Enrolling 9th grade students must have successfully completed 8th grade through an accredited school or program. While ILA students must follow the District-adopted curriculum and meet the District graduation requirements, independent learning offers flexibility to meet individual student needs, interests, and styles of learning. The ILA operates as a school of choice as defined by the CDE. It operates as an academy staffed by four full-time credentialed teachers who coordinate the program, meet with students, and conduct assessments. Presently, 54% of ILA students are dual-enrolled at their school of residence. Dual-enrolled students may petition the District to take up to two classes not offered at the ILA, at their middle or high school of residence.

ILA staff are committed to supporting students in both their academic and personal success. We pride ourselves on our capacity to address individual learning styles and differentiate instruction because of our unique model. The enrollment meeting with our Director is an opportunity for parents to explain any learning differences and passions that their child may have and converse about their unique strengths and challenges. Additionally, when the student and their parent(s) meet with their appointed ILA supervising teacher, students have the opportunity to share their post-high school plans.

ILA's effective approach to teaching and learning creates an intimate environment where students and teachers develop genuine, nurturing relationships in and out of the classroom. Students develop meaningful connections with teachers due to our individualized, 25:1 program. Our instructors also benefit from a deeper understanding of a student's strengths, passions, and growth areas, which guide their course selections and weekly meetings.

Successes/Strengths:

1. ILA staff excels at fostering student personal growth and development as individuals in order to empower student self-confidence and self-efficacy.
2. ILA's highly-qualified and nurturing staff provides a safe, caring environment for a diverse group of students while also providing high quality, rigorous instruction.
3. The ILA offers personalized approach to student learning that encourages dual enrollment with district high schools and colleges for enrichment in CTE and elective courses.
4. Weekly meetings with students and parents and frequent teacher/student/parent communication which provides feedback and maintains student accountability.
5. Site collaboration and use of the school personalized student data sheet.

Areas for Growth/Challenges:

- 1) The Independent Learning Academy should improve the quality of guidance services provided to ILA students
- 2) The ILA should take appropriate steps to improve campus safety and security
- 3) The ILA should develop a plan to address building a sense of community through the promotion of student activities
- 4) The ILA should develop a professional learning community (PLC) related to the systemic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that accelerate learning, improve student learning outcomes, and prepare students for college and or post-secondary pursuits.

These areas for growth are addressed through an action plan which was developed as a result of the school's self-study process for accreditation. This is an active working plan, and items may be added or revised based on school/student/learning needs. Much pride exists among staff members as a whole and the students/community they serve. The ILA continues to improve because of ongoing program evaluation.

Mission Statement: The ILA provides a unique alternative educational experience in a flexible environment where students feel safe, supported, and engaged in their learning process. We encourage students to work to their full potential, and to exhibit independent thought, self-confidence, creativity, and imagination.

Vision Statement: The ILA seeks to foster a challenging learning environment that encourages high expectations for success through independent learning which allows for individual differences and learning styles. Our vision for the ILA is to provide a safe, orderly, caring and supportive environment where our diverse group of students are valued as individuals, and guided by positive relationships with supportive staff. We strive to have our parents, teachers and community actively involved in our students' learning.

B. Identification of Variables

One of the critical features of the ILA is that it operates under Course-Based Independent Study. Students interested in enrolling in the ILA must be credit current and be able to meet the 22-day course completion requirement for a five credit semester course. Additionally, the ILA is not a school for credit recovery. Middle School students may attend the ILA but their enrollment will be determined on a case-by-case basis.

The ILA utilizes APEX Learning as its curriculum provider. Input from students has been very favorable towards APEX. APEX curriculum is updated annually and the courses are a-g approved through the University of California. APEX made fundamental changes for the 2018-19 academic year which provide improved student tutorials and a text to speech component which is important for students with special needs served by the ILA.

With the increased enrollment and serving more students who choose to start and complete their high school experience at the ILA, there has been a need to increase electives and extracurricular opportunities. Elective courses such as Geography and World Cultures, Art and Music Appreciation, Information Technology, and Environmental Science have been added to the course selection through APEX

Learning. Students may also opt to be dual-enrolled at their high school of residence and take up to two classes not offered at the ILA. This affords students access to the Visual and Performing Arts (VAPA), Career Technical Education (CTE) as well as to Science Technology, Engineering and Math (STEM) programs offered at the high schools. Lastly, students may also option to take courses at community colleges. The BUSD has an agreement with Glendale Community College where fees for BUSD students are waived.

C. Academic Achievement

The enrollment at the ILA is a fluid process. Students from the middle and high schools are able to enroll at any time during the fall and spring semesters. Currently, the school is capped and has a waitlist. Seniors taking classes at the ILA may graduate at any time during the school year once they have attained 230 credits. In the 2018-19 school year, 27 students have already completed these requirements and have graduated. Additionally, ILA students who are credit current at the semester break may opt to reenroll at their high school of residence. Hence enrollment at the ILA varies between the fall and spring semesters. Students from the waitlist are contacted when a student leaves the ILA.

ILA Enrollment	Fall	Spring
2016-17	46	64
2017-18	98	82
2018-19	97	85

Student Demographics

Year	American Indian	Asian Indian	Black	Chinese	Filipino	Korean	Other Asian	Pacific Islander	Latino	White	Declined to State
2016-17	.009%	2%	8%	0	4%	.009%	0	0	13%	71%	0%
2017-18	.007%	.007%	5%	2%	4%	.007%	.007%	.007%	13%	74%	0%
2018-19	0%	0%	7%	5%	4%	0%	1%	0%	17%	66%	0%

Grade Analysis

Year	A	B	C	D	F	I
2016-17	122 23%	229 44%	138 26%	15 2.8%	13 2.4%	10 1.8%
2017-18	187 20%	413 43%	299 31%	36 4%	21 2%	0
2018-19	438 31%	539 39%	288 21%	60 4%	71 4%	2 .001

Graduation

The ILA opened in the fall of 2014. As a result, cohort graduation data was not available until 2018. The graduation percentage for 2018 was 82.9% and for socio-economically disadvantaged students the rate was 85.7%. For 2017 there is no cohort graduation data available as there would be fewer than 11 students in the cohort. Additionally, given the ILA's fluid enrollment, the graduation data for 2018 includes students who enrolled at the ILA during the four years but started as a 9th grader at their high school of residence. As the ILA progresses, there will be cohort graduation data generated to review and analyze.

AP Enrollments

With the growth of the ILA there has been an increase in students seeking to continue with the Advanced Placement (AP) classes that they were taking at their school of residence.

AP Enrollments	Calculus AB	English Lit.	English Lang.	U.S. History	AP Statistics	AP Econ.	AP Govt.
2016-17	0	2	1	2	0	0	0
2017-18	2	5	9	6	0	0	0
2018-19	3	6	6	4	1	1	1

California Assessment of Student Performance and Progress (CAASPP)

The scores in the English Language Arts and Mathematics are consistent with District scores. ILA students did perform better in the ELA component from the previous year but saw the Math scores slightly decline. For 2019, the preliminary data indicates improvement under ELA for the Standard Exceeded and Standard Met. In Mathematics, the preliminary data indicates an increase in the percentage of students scoring at Standard Exceeded but also an increase in the percentage of students Not Meeting Standard. It is also important to note that given the ILA's fluid enrollment process, students may start at the school just before the administration of the CAASPP testing.

English Language Arts/Literacy

Overall Achievement	2018-19	2018-19	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All	11 th Grade	All
# Students Enrolled	23	27	35	37	28	32
# Students Tested	14	17	30	32	24	27
# Students With Scores	14	17	30	32	24	27
Mean Scale Score	N/A	N/A	2650.5*	N/A	2643.3*	N/A
Standard Exceeded Level 4	33.33%	38.89%	33.33%	34.38%	25.00%	22.22%
Standard Met Level 3	53.33%	50.00%	40.00%	40.63%	54.17%	51.85%
Standard Nearly Met Level 2	13.33%	11.11%	23.33%	21.88%	12.50%	18.52%
Standard Not Met Level 1	0%	0%	3.33%	3.13%	8.33%	7.41%

*Achievement Level Scale Score Range for Standard Met 2583-2681

Reading	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	43.33%	43.75%	45.83%	40.74%
Near Standard	53.33%	53.13%	45.83%	51.85%
Below Standard	3.33%	3.13%	8.33%	7.41%

Writing	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	40.00%	43.75%	50.00%	44.44%
Near Standard	50.00%	46.88%	45.83%	48.15%
Below Standard	10.00%	9.38%	4.17%	7.41%

Listening	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	30.00%	28.13%	33.33%	29.63%
Near Standard	66.67%	68.75%	58.33%	59.26%
Below Standard	3.33%	3.13%	8.33%	11.11%

Research/Inquiry	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	63.33%	62.50%	25.00%	22.22%
Near Standard	26.67%	28.13%	70.83%	70.37%
Below Standard	10.00%	9.38%	4.17%	7.41%

Mathematics

Overall Achievement	2018-19	2018-19	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All	11 th Grade	All
# Students Enrolled	23	27	35	37	28	32
# Students Tested	14	17	29	31	24	27
# Students With Scores	14	17	29	31	24	27
Mean Scale Score	N/A	N/A	2555.4*	N/A	2575.0*	N/A
Standard Exceeded Level 4	6.67%	5.88%	3.45%	3.23%	12.50%	11.11%
Standard Met Level 3	13.33%	11.76%	20.69%	22.58%	12.50%	14.81%
Standard Nearly Met Level 2	33.33%	35.29%	34.48%	32.26%	29.17%	33.33%
Standard Not Met Level 1	46.67%	47.06%	41.38%	41.94%	45.83%	40.74%

*Achievement Level Scale Score Range for Standard Nearly Met 2543-2627

Concepts and Procedures	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	17.24%	16.13%	20.83%	22.22%
Near Standard	24.14%	25.81%	25.00%	25.93%
Below Standard	58.62%	58.06%	54.17%	51.85%

Problem Solving & Modeling & Data Analysis	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	13.79%	12.90%	20.83%	18.52%
Near Standard	51.72%	51.61%	66.67%	66.67%
Below Standard	34.48%	35.48%	12.50%	14.81%

Communicating Reasoning	2017-18	2017-18	2016-17	2016-17
Academic Level	11 th Grade	All	11 th Grade	All
Above Standard	3.45%	6.45%	25.00%	22.22%
Near Standard	58.62%	58.84%	41.67%	44.44%
Below Standard	37.93%	38.71%	33.33%	33.33%

D. Teacher/Student/Parent/Guardian Input

Surveys were administered to students, parents and staff. The information gleaned from the surveys was incorporated into the School Action Plan as a part of the self-study process for accreditation through the Western Association of School and Colleges (WASC). The surveys indicated that students, parents and staff felt that teachers were supportive, believe all students can be successful and need appropriate levels of rigor. The two biggest findings were that additional security was needed on campus and that guidance services for students had to be improved. As a result of the survey and the incorporation of these identified needs into the Action Plan, the Board of Education approved the funding of a part-time campus supervisor for the ILA beginning with the 2019-20 academic year. The Board also approved funding for two hours per week of guidance services for the ILA also to begin with the 2019-20 academic year.

Student Survey

Teachers and staff believe that all students can succeed.

- 68.8 % Strongly Agree
- 25% Agree

Teachers and staff help the students move toward post-secondary pursuits.

- 43.8% Strongly Agree
- 43.8% Agree
- 9.4% Disagree

Classes provide the appropriate level of rigor.

- 53.1% Strongly Agree
- 40.6% Agree
- 6.3% Strongly Disagree

Classes help students to increase their overall abilities and talents.

- 43.8% Strongly Agree
- 46.9% Agree
- 5.6% Disagree
- 3.7% Strongly Disagree

Teachers and Staff are available to help students during and after the school day.

- 56.3% Strongly Agree
- 40.6 % Agree
- 3.1% Strongly Disagree

The school is a comfortable, safe place to learn.

- 59.4% Strongly Agree
- 34.4% Agree
- 3.1% Strongly Disagree
- 3.1% Disagree

I feel safe from violence and harassment while at school.

- 68.8% Strongly Agree
- 28.1% Agree
- 3.1% Strongly Disagree

I feel safe on the ILA campus.

- 68.8% Strongly Agree
- 28.1% Agree
- 3.1% Strongly Disagree

Parent Survey

Teachers and staff believe that all students can succeed.

- 81.8 % Strongly Agree
- 18.2% Agree

Teachers and staff help the students move toward post-secondary pursuits.

- 75.0% Strongly Agree
- 25.0% Agree

Classes provide the appropriate level of rigor.

- 47.7% Strongly Agree
- 43.2% Agree
- 9.1% Strongly Disagree

Classes help students to increase their overall abilities and talents.

- 52.3% Strongly Agree
- 45.5% Agree
- 2.2% Disagree

Teachers and Staff are available to help students during and after the school day.

- 81.8% Strongly Agree
- 18.2 % Agree

The school is a comfortable, safe place to learn.

- 81.8% Strongly Agree
- 18.2% Agree

I feel safe from violence and harassment while at school.

- 75.0% Strongly Agree
- 20.5% Agree
- 4.5% Disagree

I feel my child is safe on the ILA campus.

- 70.5% Strongly Agree
- 25.0% Agree
- 4.5% Disagree

Staff Survey

Teachers and staff believe that all students can succeed.

- 100.0 % Strongly Agree

Teachers and staff help the students move toward post-secondary pursuits.

- 80.0% Strongly Agree
- 20.0% Agree

Classes provide the appropriate level of rigor.

- 80.0% Strongly Agree
- 20.0% Agree

Classes help students to increase their overall abilities and talents.

- 70.0% Strongly Agree
- 30.0% Agree

Teachers and Staff are available to help students during and after the school day.

- 90.0% Strongly Agree
- 10.0 % Agree

The school is a comfortable, safe place to learn.

- 80.0% Strongly Agree
- 10.0% Agree
- 10.0% Disagree

I feel safe from violence and harassment while at school.

- 60.0% Strongly Agree
- 30.0% Agree
- 10.0% Disagree

I feel safe on the ILA campus.

- 40.0% Strongly Agree
- 30.0% Agree
- 30.0% Disagree

E. Conclusions and Recommendations

In the 2018-19 academic year, the ILA had 27 high school diploma graduates. The majority of students are completing four to five courses per semester which will keep them on track for graduation along with the dual-enrollment courses they are taking at their school of residence. The ILA earned a six-year term of accreditation from the Western Association of Schools and Colleges (WASC) in May of 2019. That culminated a self-study process which had begun 18 months earlier and involved students, parents, staff and community members. The WASC Visiting Committee cited in their report that the ILA is “an excellent school with an incredible program uniquely designed and implemented by dedicated individuals. There is full support from the School Board, District Staff, community, parents and students. There will be no impediments to improvement. The Leadership at the site is sound and monitoring systems are already in place.” The school will now focus its progress on addressing the goals of the Action Plan which are indicated below.

Goal 1: The Independent Learning Academy should improve the quality of guidance services provided to ILA students.

- Continue to identify student support needs and improve services.
- Continue to promote the BAS guidance counseling services.
- Continue to promote CTE, GCC, LAVC, and high school dual enrollment programs.
- *Create an on-campus ILA counselor position to support students in their learning and achievement of their transition goals and social-emotional needs.
*For the 2019-20 academic year the Board of education approved two hours per week of counseling support for the ILA.

Goal 2: The ILA should take appropriate steps to improve campus safety and security.

- Perform routine trainings and communications about the emergency plan, perform routine application, and post evacuation procedures in all classrooms.
- *Improve campus supervision for student safety.
- Utilization of RAPTOR system to verify visitors to ILA campus.
- Ensure a safe and comfortable physical environment with regular maintenance of facilities, student spaces, and grounds.
- Improve/fix communication devices to prepare every room for emergencies.
*For the 2019-20 academic year the Board of education approved a part-time campus supervisor assigned to the ILA.

Goal 3: The ILA should develop a plan to address building a sense of community through the promotion of student activities.

- Create a poster to promote the “8 Conditions of Student Success.”
- Acknowledge positive student behaviors at weekly meetings.
- Continue to recognize students through “Student of the Month” award.
- Assist students and parents to access district high school applications.
- Create ILA Student Council.

Goal 4: The ILA should develop a professional learning community (PLC) related to the systemic review and analysis of student data and curriculum in order to promote and deliver high quality instructional practices that accelerate learning, improve student learning outcomes, and prepare students for college and or post-secondary pursuits.

- Establish monthly meetings to review, analyze student data
- Continue to update data spreadsheet
- Review students SLOs reflections each semester
- Continue to update elective course offerings
- Discuss and review opportunities for professional development