BURBANK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR MEETING

Thursday, June 06, 2024

5:00 p.m. - Closed Session
6:00 p.m. Public Session

Burbank City Hall
275 E. Olive Avenue
Burbank, California

AGENDA

The entire agenda packet is available for review online at www.burbankusd.org/boemeetings; at the District Office Building, Superintendent's Office, 1900 W. Olive Ave., Burbank, 91506; and at the Reference Desk in all Burbank City Libraries at: 110 N. Glenoaks, Burbank, 91502; 300 N. Buena Vista, Burbank, 91505; and 3323 W. Victory Blvd., Burbank, 91505.

1. CALL TO ORDER

1.a NOTICE TO THE PUBLIC

The District is providing alternatives to in-person attendance for viewing and participating. Any individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction during one of the three Public Comments sections.

Instructions for Virtual Public Speakers Who Wish to Address the Board:

1. Speakers who wish to provide a Public Comment virtually should sign up at this link: https://forms.gle/Btxm8Md3fCRmCY6D9 3pm on Wednesday, June 5th. Please indicate if your comment pertains to (1) an item on this agenda, or (2) a subject within the jurisdiction of the Board of Education. Closed Session Public Comments must be given in person.

2. The Zoom Webinar will open at 5:30 p.m. Speakers are asked to rename their Zoom profile to indicate their full name to expedite this process. Please note that only those individuals who have signed up to speak prior to 3:00 p.m. on the day before, will be allowed to enter the Zoom Webinar. Speakers will receive an email Wednesday afternoon with the Zoom Webinar login details.

3. When it is time for a speaker to address the Board, the speaker's name will be called and the speaker should activate their microphone and camera. Speakers must be present in the Zoom Webinar when their name is called in order to address the Board. Speakers are also requested to state their name (and their pronouns, if desired) prior to addressing the Board. Please note that the chat function will be disabled.

4. After a speaker completes their public comment, or if the five-minute (5) time limit has been reached, the speaker will be removed from the Zoom Webinar and can continue watching the meeting by streaming it at www.burbankusd.org/boemeetings

5. If you would like to make a Public Comment and require Spanish, Armenian, or ASL translation, please email cindyquiterio@burbankusd.org prior to 3:00 p.m. the day before the meeting to receive a registration link.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications on Closed Session Agenda Items (In-Person Only)
An individual or group representative may address the Board of Education on any Closed Session agenda item by completing a white request card. Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

2.b Staff Responses

2.c Board Members' Responses

3. CLOSED SESSION
The Board will meet in Closed Session for the purpose of the following:

3.a Conference with Legal Counsel - Anticipated Litigation Pursuant to Government Code §54956.9 (d)(2): One potential case

3.b Conference with Legal Counsel - Existing Litigation Pursuant to Government Code §54956.9 (b)(1) and (b)(3)(A)

Final Settlement Agreement for Special Education Student 960028519

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE
When the Board of Education reconvenes in Public Session, the Board may make any required disclosures regarding actions taken in Closed Session or adopt any appropriate resolutions concerning these matters.

"We acknowledge the traditional, ancestral, unceded territory of the Chumash, Tongva, Fernandeño Tataviam, and First Nations on which we are learning, educating, and living."

5. REPORTING ON CLOSED SESSION

6. ADJUSTMENTS TO THE AGENDA
The Board President will announce any requests for adjustments to the meeting agenda.

7. ITEMS FOR FUTURE AGENDAS

8. PRESENTATIONS / RECOGNITIONS

8.a Oscar Macias, Director of Secondary Education and DEI, will Facilitate the Recognition of John Burroughs High School Graduate
Oscar Macias, Director of Secondary Education will facilitate recognition of Frank Hernandez, John Burroughs High School Graduate, on his appointments to the U.S. Military Academy at West Point, U.S. Airforce Academy and the U.S. Naval Academy at Annapolis.

8.b Recognition for 2024 Burbank Unified School District Administrator of the Year
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education recognize the 2024 Burbank Unified School District Administrator of the Year, as presented.

Recognition of the 2024 Burbank Unified School District Administrator of the Year.pdf

9. REPORTS FROM THE BOARD AND STAFF

9.a Burbank Teacher's Association (BTA), California School Employees Association (CSEA), Burbank Association of School Administrators (BASA)
Nicole Drabecki; BTA President, Laura Bauman, CSEA President, and Laura Flosi, BASA President will report on association business.

9.b Reports from the Superintendent
John Paramo, Superintendent will report on items of interest to the Board of Education and the community.

10. REQUESTS TO ADDRESS THE BOARD

10.a Public Communications on Agenda Items and on Any Subject Within the Jurisdiction of the School Board
An individual or group representative may address the Board of Education on items on the agenda and on any subject within its jurisdiction by completing a white request card. Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes total may be allotted to each speaker, except by unanimous consent of the Board of Education. The president of the Board of Education has the discretion to prioritize speakers with precedence given to students and employees. The Superintendent may refer the matter to the proper department for review.

10.b Superintendent's Comments
John Paramo, Superintendent, will respond to public comment.

10.c Board Members' Responses
Board Members will respond to public comment.

11. REPORTS TO THE BOARD

11.a Food Services Department Update
Andrew Cantwell, Assistant Superintendent, Administrative Services, will provide an update on the Food Services Department, as presented.

BUSD Food Service Update 060624.pdf

12. PUBLIC HEARING - Approximately 7:30 p.m.

12.a Public Hearing on the 2024-2025 Local Control and Accountability Plan (LCAP) and Budget
The Board of Education will conduct a public hearing to receive input from any interested parties on the District's 2024-2025 Local Control and Accountability Plan (LCAP) and Budget which have been made available for public review prior to the Board meeting per Education Code Section 42103 and 52062, as presented.

LCAP Proposed Budget 2024-25 Public Hearing 060624.pdf

12.b First Reading of the District's 2024-2025 Proposed Budget
Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the District's 2024-2025 Proposed Budget, as presented.

Proposed Budget 2024-25 First Reading Public Hearing 060624 reduced.pdf

12.c First Reading of the 2024-2025 Burbank Unified School District Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)
Peter Knapik, Assistant Superintendent, Educational Services, and Robyn Anders, Director of Instructional Technology & Accountability, will report on the 2024-2025 Burbank Unified School District's Local Control and Accountability Plan (LCAP), as presented.

LCAP First Reading 6 -6 -24-Final.pdf

12.d Report on Excess Reserves
Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the Ending Fund Balance in Excess of reserve for economic uncertainties (REU), as presented.

Excess Reserves - Ending Fund Balance 060624.pdf

12.e Report on the Education Protection Account (EPA) 2024-25

Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the Education Protection Account (EPA) 2024-25, as presented.

Public Hearing EPA 2024-25.pdf

13. NEW AND/OR UNFINISHED BUSINESS

13.a Adoption of Resolution 40 – Specifying Method of Payment and Word Limitation for Candidate Statements

John Paramo, Superintendent, recommends that the Board of Education adopt Resolution 40 – Specifying Method of Payment and Word Limitation for Candidate Statements, as presented.

Resolution 40-Candidate Statements.pdf

13.b Adoption of Resolution 41 Regarding the Education Protection Account (EPA) 2024-2025

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education adopt Resolution 41 regarding the Education Protection Account (EPA) 2024-2025 for the portion of the state aid (Local Control Funding Formula (LCFF) Funds) identified as the EPA, be spent on the current costs of certificated teacher salaries and benefits, as presented.

Resolution 41 - EPA 2024-25.pdf

13.c Approval of Designation of High School Representatives

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the designation of principals, Narineh Barzegar and Kenny Knoop as the representatives of Burbank High School and John Burroughs High School; and Edwin Taylor, Assistant Principal and Jessica Palaski, Assistant Principal, serving as the designated alternative representative from Burbank High School, and John Burroughs High School, respectively, to the California Interscholastic Federation (CIF) Southern Section, Pacific League, 2024-2025 school year, and to require such representatives to immediately notify the Superintendent of any proposed or pending actions that financially impact the Burbank Unified School District, as presented.

Designation_of_High_School_CIF_Representatives_2024_25.pdf

13.d Approval of Job Description for Director of Child Care Programs and Placement on the Certificated Supervisors and Managers, Salary Schedule A, Range A

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the job description for the Director of Child Care Programs and Placement on the Certificated Supervisors and Managers, Salary Schedule A Range A, as presented.

Approval of Job Description for Director of Child Care Programs Position and Placement on the Certificated Supervisors and Managers Salary Schedule A, Range A.pdf

13.e Approval of Agreement Between the Burbank Unified School District and Evernorth Behavioral Health, Inc. (Human Resources)

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the Agreement Between the Burbank Unified School District and

Evernorth Behavioral Health, Inc. for the Employment Assistance Program, effective January 1, 2025 through December 31, 2026, and that authority to sign the Agreement for Professional Services be exercised pursuant to BUSD—AR 3314, as presented.

Approval of Agreement Between the Burbank Unified School District and Evernorth Behavioral Health, Inc. (Human Resources).pdf

13.f Approval of Agreement Between the Burbank Unified School District and the Department of Justice for Professional Fingerprinting Services (Human Resources

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education to approve the Agreement Between the Burbank Unified School District and the Department of Justice for Professional Fingerprinting Services (Human Resources), effective July 1, 2024 through June 30, 2027, not to exceed $72,000.00 per three years (01.0-00000.0-00000-72000-5860-755-2000-0000) and that authority to sign the Agreement for Professional Services be exercised pursuant to BUSD—AR 3314, as presented.

Approval of Agreement Between the Burbank Unified School District and the Department of Justice for Professional Fingerprinting (Human Resources).pdf

13.g Approval of Job Description for Account Analyst Position

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the job description for the Account Analyst Position, as presented.

Approval of Job Description for Account Analyst Position.pdf

13.h Approval of Title Change for Elementary Arts Instructor to Arts Paraprofessional

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the Title Change for Elementary Arts Instructor to Arts Paraprofessional , not to exceed $78,773.76(01.0-67000.0-11100-10000-2170-2149000 being funded by Proposition 28) , effective July 1, 2024, as presented.

Approval of Title Change for Elementary Arts Instructor to Arts Paraprofessional.pdf

13.i Approval of Federal Addendum Annual Revision for 2023-2024

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the revised Federal Addendum for 2023-2024, as presented.

Federal Addendum Annual Revision 6.06. 24-Final.pdf

14. REPORTS FROM BOARD MEMBERS

14.a Reports from Board Members

Board of Education members will report on items within the jurisdiction of the Board.

15. CONSENT AGENDA

All items on the Consent Agenda are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed from the Consent Agenda at the request of any Board member and acted on separately.

15.a Action on Final Settlement Agreement (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960028519, not to exceed $19,250, (01.0-65000.0-50010-36000-5813-7440000), June 1, 2023 through May 31, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960028519 Settlement Agreement.pdf

15.b Approval of Minutes
John Paramo, Superintendent, recommends that the Board of Education approve the minutes of the Regular Board of Education Meeting on April 20, 2023, as presented.

Minutes.04.20.23.pdf

15.c Approval of Minutes
John Paramo, Superintendent, recommends that the Board of Education approve the minutes of the Regular Board of Education Meeting on May 4, 2023, as presented.

Minutes.05.04.23.pdf

15.d Approval of Minutes
John Paramo, Superintendent, recommends that the Board of Education approve the minutes of the Special Board of Education Meeting on May 9, 2023, as presented.

Minutes 05.09.23 Sp.pdf

15.e Approval of the 2023-2024 Purchase Order Report
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve purchase orders for 2023-2024 as listed through May 13, 2024, as presented.

2023-2024 PURCHASE ORDER REPORT.pdf

15.f Approval of the 2024-2025 Purchase Order Report
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve purchase orders for 2024-2025 as listed through May 13, 2024, as presented.

2024-2025 PURCHASE ORDER REPORT.pdf

15.g Approval of Professional Agreement with Dannis Woliver Kelley
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the agreement between Burbank Unified School District and Dannis Woliver Kelley to provide training for District staff and specialized legal services, effective July 1, 2024 through June 30, 2026, not to exceed $75,000 (01.0-00000.0-00000-72000-5820-7401000) and $25,000 (01.0-00000.0-00000-72000-5820-7471000) per year, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Dannis Woliver Kelley Agreement 060624.pdf

15.h Amended Agreement for Professional Services, McCune & Harber, LLP (Administrative Services)

Andrew Cantwell, Assistant Superintendent, Administrative Services, , recommends that the Board of Education amend the agreement between Burbank Unified School District and McCune & Harber, LLP to perform specific services for the period of July 1, 2022 through June 30, 2024, not to exceed $40,000 (01.0-00000.0-00000-72000-5820-7401000), and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

Note: This amendment increases the not to exceed amount from $20,000, approved on March 7, 2024, to $40,000. The additional $20,000 is for cases that carried over into the 2023-2024 fiscal year.

Amended McCune Harber 060624.pdf

15.i Approval of Los Angeles County Office of Education (LACOE) Annual Maintenance Charges Contract for the BEST Advantage System 2024-2025

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and Los Angeles County Office of Education (LACOE) for the BEST Advantage System, not to exceed $23,552.94 (01.0-00000.0-00000- 77000-5890-0000000), effective, July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

LACOE Best Advantage System Contract 24-25 060624.pdf

15.j Approval of Experiential Learning Program Agreement between Burbank Adult School and Walgreen Co.

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District/Burbank Adult School, and Walgreens Co., to provide experiential learning program experience, effective June 7, 2024, through June 6, 2027, and that the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

BAS Walgreen Co Agreement 6 6 24 2024.pdf

15.k Approval of Master Contract Renewal for Nonpublic, Nonsectarian Schools and Agencies

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the Master Contracts and service agreements for special education students, to be provided by the indicated nonpublic, nonsectarian schools and agencies (01.0-65000.0-57601-11800-5810-7440000, 01.0-65460.0-57601-11800-5810-7440000, 01.0-65000.0-57601-11804-5810-7440000, 01.0-33270.0-57601-11800-5810-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the contracts be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services Nonpublic, Nonsectarian Schools and Agencies.pdf

15.l Approval of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and SpedEx Consulting, to provide consultative services and Credentialed Teachers, not to exceed $50,000 (01.0-65000.0-57602-11900-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services SpedEx.pdf

15.m Ratification of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Karen Lynn Epport, Ph.D., to provide a psychoeducational and speech and language IEE, not to exceed $3,500 (01.0-65000.0-57602-11900-5850-744000) for special education student 960022536, effective May 14, 2024 through December 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960022536 Karen Epport_Ratification.pdf

15.n Approval of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services recommends that the Board of Education approve an agreement between the Burbank Unified School District and Linguabee, to provide interpreting and translation for Burbank students, not to exceed $75,000 (01.0-65000.0-57602-11901-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services Linguabee.pdf

15.o Approval of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and Sign Up Interpreting Services, LLC, to provide interpreting and translation for Burbank students, not to exceed $800,000 (01.0-65000.0-57602-11901-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services Sign Up Interpreting.pdf

15.p Approval of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the agreement between Burbank Unified School District (BUSD) and San Joaquin County Office of Education (SJCOE), to provide professional services, effective July 1, 2024 through June 30, 2025, not to exceed $3,498 (01.0-65000.0-50010-27000-5632-744-1000), and that authority to sign the agreement be exercised pursuant to BUSD- AR 3314, as presented.

SPED Professional Services SJCOE_SEIS.pdf

15.q Approval of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and Alpha Interpreting Agency, Corp., to provide interpreters/translators for DHH students, not to exceed $150,000 (01.0-65000.0-57602-11900-5850-7440000), effective July 1, 2024 through June 30, 2025 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services Alpha Interpreting.pdf

15.r Approval of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and TinyEye Therapy Services to provide support to BUSD students with IEPs, not to exceed $75,000, (01.0-65000.0-57602-11900-5850-744000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services TinyEye Therapy.pdf

15.s Approval of Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Dr. Al Melaragno to provide authorized signatures for occupational therapy medical logs, as authorized by Education Code Section 17596, effective July 1, 2024 through June 30, 2025, not to exceed $2,000 (01.0-05640.0-57500-31400-5880-7448000), and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

SPED Professional Services Dr. Al Melaragno.pdf

15.t Amended Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between the Burbank Unified School District and Quest Therapy Group, LLC to provide Behavior Intervention Implementers (BII) and Behavior Intervention Development (BID) to support special education students, not to exceed $383,960 (01.0-65000.0-57602-11900-5850-7440000), effective August 14, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was September 7, 2023 for a total not to exceed $275,940. The second amendment was approved on October 5, 2024 and added Behavior Intervention Development (BID) to increase the total by $13,020 making the total not to exceed $288,960. This amendment extends the end date to June 30, 2024 which increases the total by $95,000 making the total not to exceed $383,960.

SPED Professional Services Quest Therapy_Amendment.pdf

15.u Amended Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between the Burbank Unified School District and Learning Dynamics, Inc., to provide a psychological educational IEE, not to exceed $5,750

(01.0-65000.0-57602-11900-5850-744000) for special education student 960034080, effective February 2, 2024 through October 31, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was February 2, 2024 for a total not to exceed $5,750. This amendment extends the end date to October 31, 2024 with no additional cost to the district.

SPED Student 960034080 Learning Dynamics_Amendment.pdf

15.v Ratification of University Agreement– Capella University

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the University Agreement between the Burbank Unified School District and Capella University to provide educational field experience, effective April 5, 2024 through until terminated one (1) year on April 5, 2025, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

Ratification of University Agreement- Capella University.pdf

15.w Amended Agreement for Professional Services (Human Resources)

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education amend the Consultant Agreement between the Burbank Unified School District and Sign Up Interpreting Services, LLC, to provide American Sign Language interpreting to employees, not to exceed $35,000.00 (01.0-00000.0-72000-5850-7552000), effective retroactive to July 1, 2023 through June 30, 2024 and that authority to sign the agreement be exercised pursuant to BUSD - AR 3314, as presented.

Amended Agreement for Professional Services (human Resources).pdf

15.x Approval of Personnel Report 23-24-20

Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve Personnel Report number 23-24-20, covering Certificated and Classified personnel, and consisting of Pages 1 to 27 inclusive, as presented.

Personnel Report 23-24-20.pdf

15.y Ratification of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Hear Now dba Abramson Audiology, to provide to provide an Independent Educational Evaluation (IEE) and attend an IEP for Special Education Student 960034998, not to exceed $1,000 (01.0-65000.0-57602-11900-5850-7440000), effective May 24, 2024 through December 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960034998 Hear Now_Ratification.pdf

15.z Amendment of Agreement for Professional Services (Special Education)

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between Burbank Unified School District and Gary D Stromberg & Associates, LLC, to provide three speech and language pathologists,

not to exceed $395,832 (01.0-65000.0-57602-11901-5850-7440000), effective August 7, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was September 7, 2023 for a total not to exceed $392,832. This amendment extends the end date to June 30, 2024 which increases the total by $3,000 making the total not to exceed $395,832.

SPED professional Services Gary Stromberg_SLPs_Amendment.pdf

15.aa Amended Agreement for Professional Services (Special Education)
Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and RK Physical Therapy Services PC, to provide physical therapy to special education students, not to exceed $84,480 (01.0-65000.0-57602-11900-5850-7440000), effective August 7, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was July 20, 2023 for a total not to exceed $74,880. This amendment extends the end date to June 30, 2024 which increases the total by $9,600 making the total not to exceed $84,480.

SPED Professional Services RK Physical Therapy_Amendment.pdf

15.ab Approval of Award of Contract, Genesis Floor Covering Inc, Removal and Replacement of Flooring on the First (1) Floor of the Modular Building, Miller Elementary School (Bond)
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve a contract between Burbank Unified School District and Genesis Floor Covering, Inc. for removal and replacement of flooring on the first (1) floor of the modular building at Miller Elementary School, effective June 7, 2024 through June 6, 2025, not to exceed $258,705.00 (213-00000.0-91008-85000-6250-210-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

6-6_Genesis_Miller_Bond.pdf

15.ac Award of Contract, Forma Engineering and Construction, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project, Theodore Roosevelt Elementary School (Bond Fund)
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education award a contract between Burbank Unified School District and Forma Engineering and Construction, for Bid 2324-023, new restroom, ADA alterations and related site work, Teddy Bear Park project at Theodore Roosevelt Elementary School, effective June 7, 2024 through June 6, 2025, not to exceed $866,590
(213-00000-0-91008-85000-6250-214-0000) Bond Fund, and that the authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

6-6_Forma_Roosevelt_Bond.pdf

15.ad Approval of Award of Contract to AMS.NET for additional Video Surveillance Cameras at Burbank High School

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an award of contract to AMS.NET for additional Video Surveillance Cameras at Burbank High School, not to exceed $153,494.56, including a 10% contingency amount (21.3-00000.0-93000-85000-5840/6249/6449-7730000), and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Approval_AOC_AMS.NET_BHS SurveIllance Cameras_060624.pdf

15.ae Acceptance of Notice of Completion, Sunbelt Controls Inc., Remove and Replacement of Controllers in Auditorium, John Burroughs High School (Routine Restricted Maintenance)
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed; remove and replacement of controllers in Auditorium at John Burroughs High School, PO 24000421, not to exceed $36,018.00 (010-81500-0-00000-85000-6250-752-3100-0000) Routine Restricted Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

6-6 NOC_Sunbelt_JBHS_RRM.pdf

15.af Approval of Instructional Consultant Services
Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Approval of Inst Consultants 060624.pdf

15.ag Ratification of Agreement for Instructional Consultant Services
Peter Knapik, Assistant Superintendent, Instructional Services, recommends that the Board of Education ratify the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Ratification Inst Consultants 060624.pdf

16. ADJOURNMENT

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Recognition for 2024 Burbank Unified School District Administrator of the Year

Background
In accordance with Ed Code 44015.1, the second week in October is designated at the "Week of the School Administrator".

During this week, schools, school districts, and county superintendents of school are encouraged to recognize and appreciate the valuable contributions that school administrators make in successful student achievement. It is a way to honor their leadership and dedication to education.

Discussion/Issues
The District would like to recognize April Weaver, as the 2024 Burbank Unified School District Administrator of the Year. In addition, the District would like to recognize the other 2024 Administrators of the Year. They are:

- Narineh Barzegar- Burbank High, Principal
- Michelle Tobias- School Psychologist
- Adriana Latrovalis- Coordinator, Special Education
- April Weaver- Principal, Alternative Education
- Greg Miller-Principal, Muir Middle School
- Dennis Maxwell- Director, Facilities

Fiscal Impact
None

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education recognize the 2024 Burbank Unified School District Administrator of the Year, as presented.

Burbank Unified School District

Food Services Department Update

Prepared by:
Carrie C.L. Bogdanovich, MBA, SNS
Director of Food Services

June 2024

Food Service Department

Mission Statement

We are committed to serving safe, nutritious, and quality meals in our effort to support the academic growth and success of our students.

Vision Statement

We are innovative leaders in the school nutrition field.

Food Services Department Overview

- Serves 20 school site
  - Luther Middle School & Dolores Huerta Middle School are the Central Kitchens & Warehouse for all Elementary School sites, Child Care, Monterey HS and CDS
  - Secondary Schools are Self-Prep Sites
  - 88 Employees in 99 Positions
  - No Charge Breakfast & Lunch is available at all sites for the past 2 years
  - Successfully completed California Department of Education Audits
    - Procurement Audit completed January 2023
    - Administrative Review completed March 2024

District Average Daily Participation

	2019-2020 (until Feb.)	2020-2021 Curbside Serving	2021-2022	2022-2023	2023-2024
Breakfast	1,828	51	3,057	3,640	3,854
Lunch	3,646	51	4,517	4,903	4,793

District Average Meals Per Labor Hour

	2021-2022	2022-2023	2023-2024
Elementary	43	50	42
Middle	11	15	15
High School	20	28	26

Factors:

Adjust Labor at School Sites to has close MPLH at similar sites
Increased Hours at School Sites to support the number of Meals
Increased the Number of Hours at School Sites to Prepare for Increase in Scratch Cooking Menu Items

Current Infrastructure Upgrades

- New Truck 2023, replaced 20 plus year old truck
- Double Oven, 13 Replaced
- Freezers or Coolers (Refrigerators), 19 Replaced





New Local Food Sources & Chef Ann Foundation

- **Old Grove Orange – Redlands, CA**
  - Oroblanco, Cara Cara Oranges, Dragonfruit, Rainbow Carrots, Yam Sticks, Kiwi, Strawberries & depending on crop Blackberries
- **Food 4 Thought, Inc – Fresno, CA**
  - Pink Lady Apples, Kiwi, Crab Apples, Blood Organes, Shasta Mandarins
- **Chef Ann Foundation & Health Schools Food Pathway**
  - Pre-Apprenticeship Program
    - 3 completed Fall 2023
    - 3 sign-up for Spring 2024
    - Child Nutrition Program Knowledge
    - Scratch-Cook School Food Programs

Current Infrastructure

Floor & Prep Area Need Updating







Current Infrastructure

2 Compartment Sink at Most School Sites



Upgrades to Infrastructure

Plan to install Standard Operating Kitchen/Production Equipment:

Update Flooring, Drains and Hoods

- Roll-in Combi Ovens
- VAT Kettles
- Tilt skillets





- Double Oven
- Upgrade Hoods
- 2 Burner Stove Top
- Serving Lines with Hot Wells
- Install & Update Walk-Ins

Planned Menu Item Changes

Future Speed Scratch & Scratch Recipe development:

- Menu Items Prepared and Chilled, not frozen, to be reheated at Sites
- Assembly of Fresh Meal Components at Site from Central Kitchen

Goal Increase the use of Minimally Processed or Raw Ingredient for Scratch or Speed Scratch preparation of Menu Items, few examples:

- Pasta Meat Sauce, Chili, Meatloaf, Carnitas, Taco Meat, Asian Bowls,
- Roasted Vegetables, Fresh Herbs & Spices, Egg Breakfast Menu Items,
- Fresh Breakfast Breads, Overnight Oats, Roasted Chicken
- Increases the ability to control the Sodium, Sugar and Preservatives
- Increases the acceptability of the Menu Item with Fresher Taste & Quality

Continue On-Hand Chef Training Prior to School Start

- Continue On-Hand Chef Training with Chef Ann Foundation Grant

Thank you!

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Mariam Abdelhamid, Director of Fiscal Services
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Public Hearing on the 2024-2025 Local Control and Accountability Plan (LCAP) and Budget

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Background:

The Burbank Unified School District must prepare an annual budget for the fiscal year July 1 through June 30 which must be reviewed and approved and submitted to LA County Office of Education on or before July 1 of the fiscal year (LACOE has always asked for it by June 30). This budget is based upon assumptions regarding projected enrollment and state and federal funding among other factors. Once adopted by the Board of Education, the adopted budget is submitted to the County Office of Education for review and approval before forwarding to the State Department of Education.

Discussion/Issues:

The Board of Education will conduct a public hearing on the 2024-2025 Budget of the District for the year ending June 30, 2025. Final Adoption will be on June 20 as required by Education Code Section 42103 and 52062.

Fiscal Impact:

There is no fiscal impact in adopting the budget. However, not having a budget adopted by the statutory time lines would lead to the County withholding funding until it is received, including payroll.

Recommendation:

The Board of Education will conduct a public hearing to receive input from any interested parties on the District's 2024-2025 Local Control and Accountability Plan (LCAP) and Budget which have been made available for public review prior to the Board meeting per Education Code Section 42103 and 52062, as presented.

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Mariam Abdelhamid, Director of Fiscal Services
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Assistant
DATE:	June 6, 2024
SUBJECT:	First Reading of the District's 2024-2025 Proposed Budget

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Background:

The Burbank Unified School District must prepare an annual budget for the fiscal year period beginning July 1 through June 30. It must be reviewed, approved and submitted to LA County Office of Education on or before July 1 of the fiscal year (LACOE has always asked for it by June 30). This budget is based upon a set of assumptions regarding projected enrollment and state and federal funding among other factors. Once adopted by the Board of Education, the adopted budget is submitted to the County Office of Education for review and approval before forwarding to the State Department of Education.

Discussion/Issues:

The Board of Education will conduct a public hearing on the 2024-2025 Budget at the June 06, 2024 Board meeting, prior to Final Adoption on June 20, 2024 as required by Education Code Section 42103 and 52062.

Fiscal Impact:

There is no fiscal impact in adopting the budget. However, not having a budget adopted by the statutory time lines would lead to the County office withholding funding until it is received, including payroll.

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the District's 2024-2025 Proposed Budget, as presented.



Office of Administrative Services
2023-24 Estimated Actuals and
2024-25 Proposed Adopted Budget

Revenue Assumptions

The following revenue assumptions are for estimated actuals 2023-24, the proposed budget 2024-25 and the multi-year projection for fiscal years 2025-26 and 2026-27.

Based on the Governor's May Revision of his proposed 2024-25 budget and per the Los Angeles County Department of Education (LACOE), Burbank USD is projecting its Local Control Funding Formula (LCFF) revenues based off of AB 1948. This assembly bill allowed districts to replace their 2021-22 ADA with the product of the 2019-20 attendance yield multiplied by the 2021-22 enrollment. In order to be eligible for this yield, districts were required to certify that it offered independent study programs to all pupils for the 2021-22 school year. Burbank USD qualified for this certification and will receive this one-time yield. Additionally, school districts will be funded on the greater of current year, prior year, or the average of the most recent three-year prior years' average daily attendance (ADA). Burbank USD is experiencing declining enrollment due to the continued effects of COVID-19 and is utilizing its P2 data along with the average of the most recent three-year prior years for its ADA projection noted below.

Projected Funded ADA – based on AB 1948 and 93% of Enrollment

2023-24	2024-25	2025-26	2026-27
13,469	13,185	13,051	12,919

Combined Unrestricted and Restricted Overview:

	Estimated Actuals 2023-24	Proposed Budget 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
LCFF Source Revenues	169,910,746	167,202,935	169,452,623	173,167,763
Federal Revenues	6,784,075	6,569,291	6,761,771	6,761,771
Other State Revenues	36,128,133	38,533,601	31,267,770	31,818,857
Other Local Revenues	4,486,206	996,309	1,025,501	1,025,501
Total	**217,309,160**	**213,302,136**	**208,507,665**	**212,773,892**

The details of revenue projections are as follows using information from Governor Newsom's May Revise Budget: Local Control Funding Formula Revenue (LCFF) is comprised of State Aid, Property Taxes and Education Protection Account (EPA):

- State Aid

Grade	2023-24 Base Grant Rate per ADA COLA – 8.22%	2024-25 Base Grant Rate per ADA COLA – 1.07%	2025-26 Base Grant Rate Per ADA COLA – 2.93%	2026-27 Base Grant Rate Per ADA COLA – 3.08%
K-3	10,119	10,950	11,382	11,756
4-6	9,304	10,069	10,466	10,810
7-8	9,580	10,367	10,775	11,129
9-12	11,391	12,327	12,812	13,234

- Property Taxes and other local revenue
    - Projected Property and other local revenue for 2023-24, 2024-25, 2025-26 and 2026-27
        - $70,493,041

- Education Protection Account (EPA) is received quarterly in September, December, March, and June and is a component of the total LCFF entitlement. The District pays certificated salaries and related benefits, as the appropriate use of this funding, pursuant to Section 36 of Article XIII of the California Constitution.
    - EPA funding for 2023-24, 2024-25, 2025-26 and 2026-27
        - $26,755,780
        - $27,966,554
        - $30,133,528

- Supplemental and Concentration Grant Funding is received for:
    - Students who are English Learners
    - Students who receive free or reduced-price meals
    - Foster Youth
- To receive Supplemental Grant Funding, Districts need to have an unduplicated pupil count of 20%. Districts need to have an unduplicated pupil count of 55% or greater to receive Concentration Grants Funding. Burbank USD only receives Supplemental Grant Funding. It is important to note that Burbank USD, in addition to its decline in overall enrollment, is also experiencing a drop in the percentage of English Learners, families whose income allows eligibility for free or reduced-priced meals, and foster youth pupils. This decline in projected unduplicated pupil count is as follows:
    - The details of how the funds are to be spent are outlined in the Local Control Accountability Plan (LCAP)

Estimated Actuals 2023-24 36.24% Unduplicated	Projected Adopted Budget 2024-25 36.16% Unduplicated	Projected 2025-26 36.59% Unduplicated	Projected 2026-27 36.77% Unduplicated
11,258,600	11,351,994	11,589,485	11,856,176

- Lottery Projections are projected below with funding multiplied by amount per ADA, and an enrollment factor of 1.04446:

Fiscal Year	2023-24	2024-25	2025-26	2026-27
Unrestricted - $177 per ADA	2,384,057	2,437,467	2,412,687	2,388,438
Restricted – $72 per ADA	969,786	991,512	981,432	971,568

Mandated Costs Block Grant Revenue

The District, authorized by the Board of Education, continues to participate in the Mandated Block Grant offered by the State, which will reimburse by ADA rather than actual forms for each mandate. The following is a chart of assumptions used per ADA for budget adoption budget and projected budgets in the multi-year projection:

Fiscal Year	Total Projected Allocation
Estimated Actuals 2023-24	675,109
Proposed Adopted 2024-25	678,333
Projected 2025-26	691,244
Projected 2026-27	705,378

Restricted Revenue

Restricted Federal funding

	Resource Code	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected 2025-26	Projected 2026-27
Title I	30100.0	1,933,048	1,718,964	1,722,565	1,722,565
Title II	40350.0	419,053	350,168	298,652	298,652

Title III IE	42010.0	76,472	126,026	100,000	100,000
Title III EL	42030.0	306,491	223,509	180,269	180,269
Title IV	41270.0	275,865	133,481	127,504	127,504
Perkins	35500.0	100,148	85,837	85,837	85,837
ESSA CSI MHS	31820.0	302,051	136,788	-0-	-0-

Special Education AB602

The District assumes Special Education flat funding except for AB602 which the projected COLA assumption is included**.** Districts throughout the State continue to be underfunded, which requires contributions from the unrestricted general fund to restricted Special Ed funding to meet student needs.

	Estimated 2023-24	**Proposed Adopted 2024-25**	**Projected 2025-26**	**Projected 2026-27**
Federal SPED funding	3,833,380	3,470,793	3,470,793	3,470,793
State & Local SPED Funding	17,071,481	16,942,608	17,439,026	17,976,148

Restricted State Funding

	Resource Code	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected 2025-26	Projected 2026-27
CTIEG	63870.0	1,244,967	600,000	1,244,967	600,000
ASES	60100.0	691,995	100,148	691,995	100,148
Educator Effectiveness	62660.0	0	1,265,828	0	1,265,828
Universal TK	60530.0	714,742	0	714,742	0
Governor's CTEI	63850.0	273,274	20,000	273,274	20,000
CSEA Summer Assistance Grant	74150.0	364,261	28,248	364,261	28,248
K12 Strong Workforce Pathways	63880.0	1,189,475	0	1,189,475	0
ELO-P	26000.0	4,306,456	4,036,451	4,306,456	4,036,451
A-G Success Grant	74120.0	0	0	0	0
A-G LLM Grant	74130.0	0	0	0	0
Ethnic Studies	78100.0	0	131,386	0	131,386
Learning Recovery Block Grant	74350.0	0	4,849,669	0	0
Arts/Music/Materials Block Grant	67620.0	4,104,268	3,029,021	0	0

Expenditure Assumptions

The following expenditure assumptions are for Estimated Actuals 2023-24, the proposed budget 2024-25, and the multi-year projection 2025-26 and 2026-27

Combined Unrestricted and Restricted Overview:

EXPENDITURE CATEGORIES	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
Certificated Salaries	94,400,185	85,529,808	86,496,295	87,473,703
Classified Salaries	37,303,634	40,070,958	40,499,717	40,933,064
Employee Benefits	48,808,724	50,350,979	51,089,607	52,300,576
Books & Supplies	6,009,779	10,133,767	8,921,647	9,813,812
Services/Other Operations	32,202,399	34,924,301	31,061,930	34,168,123
Capital Outlay	1,094,729	980,923	0	0
Other Outgo (excluding indirect)	3,143,076	1,450,579	2,491,704	2,616,289
Other Outgo (Transfers of Indirect Costs)	-869,509	-773,412	-1,096,765	-1,151,603
Total	**222,093,017**	**222,667,903**	**219,464,136**	**226,153,964**

Salary step and column – Each employee is hired at a specific salary range known as step and column. Employees, depending on experience & degrees held, move within that negotiated salary step and column. The amounts below are the estimated costs of step and column movement:

Step / Column	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
BTA	896,000	919,000	917,000	917,000
CSEA	439,533	392,000	387,000	387,000
BASA	57,128	100,000	96,000	96,000

Employee Salary, Benefits, and Statutory Benefits:

- Health and welfare have been calculated for Estimated Actuals and Proposed Adopted Budget. For the multi-year projection, an increase of 7% has been projected.
- OPEB (GASB) current year contributions will continue until the trust is spent down, which is now fully expensed. The full expense returns to benefits and the general fund in 2024-25 and that projected cost is $402,260.

The following table represents the contribution obligation to statutory benefits:

	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
PERS	26.68%	27.05%	27.60%	28.00%
STRS	19.10%	19.10%	19.10%	19.10%
OASDI	6.20%	6.20%	6.20%	6.20%
SUI	0.05%	0.05%	0.05%	0.05%
APPLE	3.75%	3.75%	3.75%	3.75%
MEDICARE	1.45%	1.45%	1.45%	1.45%
W/C	1.93%	1.8%	1.8%	1.8%

Consumer Price Index (CPI) is applied to unrestricted supplies (object code 4000-4999) and Services (object code 5000-5999). This includes utilities, water, electricity and gas. Below is the annual percentage:

2023-24	2024-25	2025-26	2026-27
3.33%	3.10%	2.86%	2.87%

General Fund Contributions

Program contributions from General Fund Unrestricted to Restricted:

	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
Special Education	(31,636,994)	(35,028,005)	(29,660,244)	(32,458,127)
Routine Restricted Maintenance	(6,988,197)	(7,019,845)	(6,554,934)	(6,638,343)
District Rentals	171,611	275,556	293,000	293,000
Totals:	**(38,453,580)**	**(41,772,294)**	**(35,922,178)**	**(38,803,470)**

Transfers In/Out

This amount is a contribution from the General Fund to other funds/programs. The chart on the next page presents a breakdown of the transfers in/out from General Fund to the following programs:

	Estimated Actuals 2023-24	Proposed Adopted 2024-25	Projected Budget 2025-26	Projected Budget 2026-27
Fund 12 – Child Development Fund	331,026	65,000	65,000	65,000

Local Control Accountability Plan (LCAP) and Budget Overview for Parents (BOP):

- The revised three-year LCAP plan was presented in June alongside the adopted 2021-22 Budget. The LCAP is fully funded in the estimated budget for 2023-24, projected adopted 2024-25 and multiyear projection 2025-26 and 2026-27.

Operational Site Budgets

- Elementary Schools receive $58.85, Middle Schools receive $68, and High Schools receive $99 per enrolled student. The allocation is calculated on projected enrollment.

Description	Object Code	Estimated Actuals 2023-24			Adopted Budget 2024-25			Projected Year 2025-26			Projected Year 2026-27		
A. Revenues		Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
LCFF Sources	8010-8099	$169,910,746	$0	$169,910,746	$167,202,935	$0	$167,202,935	$169,452,623	$0	$169,452,623	$173,167,763	$0	$173,167,763
Federal Revenue	8100-8299	$0	$6,784,075	$6,784,075	$0	$6,569,291	$6,569,291	$0	$6,761,771	$6,761,771	$0	$6,761,771	$6,761,771
Other State Revenues	8300-8599	$5,874,527	$30,253,606	$36,128,133	$5,957,390	$32,576,211	$38,533,601	$6,131,942	$25,135,829	$31,267,770	$6,131,942	$25,686,915	$31,818,857
Other Local Revenues	8600-8799	$1,964,221	$2,521,985	$4,486,206	$0	$996,309	$996,309	$0	$1,025,501	$1,025,501	$0	$1,025,501	$1,025,501
Total Revenue		$177,749,494	$39,559,666	$217,309,160	$173,160,325	$40,141,811	$213,302,136	$175,584,565	$32,923,101	$208,507,665	$179,299,705	$33,474,188	$212,773,892
B. Expenditures													
Certificated Salaries	1000-1999	$74,880,517	$19,519,668	$94,400,185	$67,062,696	$18,467,112	$85,529,808	$67,820,504	$18,675,790	$86,496,295	$68,586,876	$18,886,827	$87,473,703
Classified Salaries	2000-2999	$20,873,682	$16,429,952	$37,303,634	$20,850,234	$19,220,724	$40,070,958	$21,073,332	$19,426,386	$40,499,717	$21,298,816	$19,634,248	$40,933,064
Employee Benefits	3000-3999	$34,989,125	$13,819,599	$48,808,724	$34,633,825	$15,717,154	$50,350,979	$35,265,608	$15,823,999	$51,089,607	$36,398,040	$15,902,536	$52,300,576
Books and Supplies	4000-4999	$1,244,922	$4,764,857	$6,009,779	$1,371,844	$8,761,923	$10,133,767	$1,857,019	$7,064,628	$8,921,647	$2,042,721	$7,771,091	$9,813,812
Services and Other Operating Expenditures	5000-5999	$10,102,950	$22,099,449	$32,202,399	$12,948,045	$21,976,256	$34,924,301	$13,311,665	$17,750,265	$31,061,930	$14,642,832	$19,525,292	$34,168,123
Capital Outlay/Depreciation	6000-6999	$423,720	$671,010	$1,094,729	$9,032	$971,891	$980,923	$0	$0	$0			$0
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	$1,266,127	$1,876,950	$3,143,076	$1,450,579	$0	$1,450,579	$1,619,381	$872,323	$2,491,704	$1,700,350	$915,939	$2,616,289
Other Outgo - Transfers of Indirect Costs	7300-7399	-$2,638,337	$1,768,828	-$869,509	-$1,971,798	$1,198,386	-$773,412	-$2,607,381	$1,510,616	-$1,096,765	-$2,737,750	$1,586,147	-$1,151,603
Total Expenditures		$141,142,705	$80,950,312	$222,093,017	$136,354,457	$86,313,446	$222,667,903	$138,340,128	$81,124,007	$219,464,136	$141,931,885	$84,222,079	$226,153,964
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		$36,606,789	-$41,390,646	-$4,783,857	$36,805,868	-$46,171,635	-$9,365,767	$37,244,436	-$48,200,907	-$10,956,470	$37,367,820	-$50,747,892	-$13,380,072
D. Other Financing Sources/Uses													
Interfund Transfers													
Transfers In	8900-8929	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Transfers Out	7600-7629	-$331,026	$0	-$331,026	-$65,000	$0	-$65,000	-$65,000	$0	-$65,000	-$65,000	$0	-$65,000
Other Sources/Uses													
Sources	8930-8979	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Uses	7630-7699	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Adjustments - Other Financing Uses													
Contributions	8980-8999	-$38,185,406	$38,185,406	$0	-$41,606,865	$41,606,865	$0	-$43,687,208	$43,687,208	$0	-$45,871,569	$45,871,569	$0
Total Other Financing Sources/Uses		-$38,516,432	$38,185,406	-$331,026	-$41,671,865	$41,606,865	-$65,000	-$43,752,208	$43,687,208	-$65,000	-$45,936,569	$45,871,569	-$65,000
Net Increase (Decrease) in Fund Balance		-$1,909,643	-$3,205,240	-$5,114,883	-$4,865,997	-$4,564,770	-$9,430,767	-$6,507,772	-$4,513,698	-$11,021,470	-$8,568,749	-$4,876,323	-$13,445,072
F. Fund Balance, Reserves/Net Position													
Beginning Fund Balance/Net Position													
As of July 1 - Unaudited	9791	$29,610,042	$17,437,076	$47,047,118	$27,700,399	$14,231,836	$41,932,235	$22,834,402	$9,667,066	$32,501,468	$16,326,630	$5,153,368	$21,479,998
Audit Adjustments	9793												
As of July 1- Audited													
Other Restatements	9795												
Adjusted Beginning Balance													
Ending Balance/Net Position, June 30		$27,700,399	$14,231,836	$41,932,235	$22,834,402	$9,667,066	$32,501,468	$16,326,630	$5,153,368	$21,479,998	$7,757,881	$277,045	$8,034,926
Components of Ending Fund Balance													
Nonspendable (Revolving Cash / Stores)	9710-9719	$100,060		$100,060	$100,060		$100,060	$100,060		$100,060	$100,060		$100,060
Restricted	9740												
Committed	9760	$9,799,069		$9,799,069	$9,799,069		$9,799,069						
Facilities Repairs (Roofs/HVAC)													
STRS/PERS													
Textbooks													
Technology													
Stabilization Arrangements	9750												
Other Commitments	9760												
Restricted One Time Assigned Funds	9740												
Site Carry Over													
Restricted Gift Carry Over													
Assigned LCAP Supplemental	9780	$524,000		$524,000	$524,000		$524,000						
Restricted Carry-Over													
Restricted One time State & Federal Funding													
Restricted One Time - Learning Recovery Block Grant													
Restricted One Time - Arts/Music/Instructional													
CSEA Job Study													
Vacation Liability	9780	$272,000		$272,000	$272,000		$272,000	$272,000		$272,000	$272,000		$272,000
FTE Bank													
Fiscal Stability Assigned													
Other Assignments	9780			$0									
Unassigned/Unappropriated		$3,659,828		$3,659,828	-$1,224,701		-$1,224,701	$2,782,822		$2,782,822			
Reserve for Economic Uncertainties	9789	$6,672,721		$6,672,721	$6,681,987		$6,681,987	$6,585,874		$6,585,874	$6,786,569		$6,786,569
Board Approved Reserve	9789	$6,672,721	$14,231,836	$20,904,557	$6,681,987	$9,667,066	$16,349,053	$6,585,874	$5,153,368	$11,739,242	$599,252	$277,045	$876,297

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	169,910,746.00	0.00	169,910,746.00	167,202,935.00	0.00	167,202,935.00	-1.6%
2) Federal Revenue		8100-8299	0.00	6,784,075.00	6,784,075.00	0.00	6,569,291.00	6,569,291.00	-3.2%
3) Other State Revenue		8300-8599	5,874,527.00	30,253,606.00	36,128,133.00	5,957,390.00	32,576,211.00	38,533,601.00	6.7%
4) Other Local Revenue		8600-8799	1,964,221.00	2,521,985.00	4,486,206.00	0.00	996,309.00	996,309.00	-77.8%
5) TOTAL, REVENUES			177,749,494.00	39,559,666.00	217,309,160.00	173,160,325.00	40,141,811.00	213,302,136.00	-1.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	74,880,537.00	19,706,706.00	94,587,243.00	67,062,696.00	18,467,112.00	85,529,808.00	-9.6%
2) Classified Salaries		2000-2999	20,873,686.00	16,479,186.00	37,352,872.00	20,850,234.00	19,220,724.00	40,070,958.00	7.3%
3) Employee Benefits		3000-3999	34,989,115.00	13,870,191.00	48,859,306.00	34,633,825.00	15,717,154.00	50,350,979.00	3.1%
4) Books and Supplies		4000-4999	1,244,925.00	4,764,865.00	6,009,790.00	1,371,844.00	8,761,923.00	10,133,767.00	68.6%
5) Services and Other Operating Expenditures		5000-5999	10,102,955.00	22,306,134.00	32,409,089.00	12,948,045.00	21,976,256.00	34,924,301.00	7.8%
6) Capital Outlay		6000-6999	423,721.00	671,009.00	1,094,730.00	9,032.00	971,891.00	980,923.00	-10.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,266,126.00	108,121.00	1,374,247.00	1,450,579.00	0.00	1,450,579.00	5.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,638,337.00)	1,768,828.00	(869,509.00)	(1,971,798.00)	1,198,386.00	(773,412.00)	-11.1%
9) TOTAL, EXPENDITURES			141,142,728.00	79,675,040.00	220,817,768.00	136,354,457.00	86,313,446.00	222,667,903.00	0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			36,606,766.00	(40,115,374.00)	(3,508,608.00)	36,805,868.00	(46,171,635.00)	(9,365,767.00)	166.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	331,026.00	0.00	331,026.00	65,000.00	0.00	65,000.00	-80.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(38,185,406.00)	38,185,406.00	0.00	(41,606,865.00)	41,606,865.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(38,516,432.00)	38,185,406.00	(331,026.00)	(41,671,865.00)	41,606,865.00	(65,000.00)	-80.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,909,666.00)	(1,929,968.00)	(3,839,634.00)	(4,865,997.00)	(4,564,770.00)	(9,430,767.00)	145.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%
2) Ending Balance, June 30 (E + F1e)			30,676,644.30	37,110,863.68	67,787,507.98	25,810,647.30	32,546,093.68	58,356,740.98	-13.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	37,906,573.68	37,906,573.68	0.00	33,408,186.68	33,408,186.68	-11.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	30,676,644.30	(795,710.00)	29,880,934.30	25,810,647.30	(862,093.00)	24,948,554.30	-16.5%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	70,837,313.00	0.00	70,837,313.00	69,954,114.00	0.00	69,954,114.00	-1.2%
Education Protection Account State Aid - Current Year		8012	34,619,799.00	0.00	34,619,799.00	26,755,780.00	0.00	26,755,780.00	-22.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	218,425.00	0.00	218,425.00	168,002.00	0.00	168,002.00	-23.1%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	38,269,027.00	0.00	38,269,027.00	41,851,799.00	0.00	41,851,799.00	9.4%
Unsecured Roll Taxes		8042	141,415.00	0.00	141,415.00	392,182.00	0.00	392,182.00	177.3%
Prior Years' Taxes		8043	1,999,285.00	0.00	1,999,285.00	1,289,859.00	0.00	1,289,859.00	-35.5%
Supplemental Taxes		8044	1,152,378.00	0.00	1,152,378.00	688,664.00	0.00	688,664.00	-40.2%
Education Revenue Augmentation Fund (ERAF)		8045	10,047,040.00	0.00	10,047,040.00	10,615,388.00	0.00	10,615,388.00	5.7%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	12,626,064.00	0.00	12,626,064.00	15,487,147.00	0.00	15,487,147.00	22.7%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			169,910,746.00	0.00	169,910,746.00	167,202,935.00	0.00	167,202,935.00	-1.6%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			169,910,746.00	0.00	169,910,746.00	167,202,935.00	0.00	167,202,935.00	-1.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,941,965.00	2,941,965.00	0.00	3,227,505.00	3,227,505.00	9.7%
Special Education Discretionary Grants		8182	0.00	234,361.00	234,361.00	0.00	244,028.00	244,028.00	4.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,933,048.00	1,933,048.00		1,718,964.00	1,718,964.00	-11.1%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		419,053.00	419,053.00		350,168.00	350,168.00	-16.4%
Title III, Immigrant Student Program	4201	8290		76,472.00	76,472.00		126,026.00	126,026.00	64.8%
Title III, English Learner Program	4203	8290		306,491.00	306,491.00		223,509.00	223,509.00	-27.1%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		302,051.00	302,051.00		136,788.00	136,788.00	-54.7%
Career and Technical Education	3500-3599	8290		100,148.00	100,148.00		85,837.00	85,837.00	-14.3%
All Other Federal Revenue	All Other	8290	0.00	470,486.00	470,486.00	0.00	456,466.00	456,466.00	-3.0%
TOTAL, FEDERAL REVENUE			0.00	6,784,075.00	6,784,075.00	0.00	6,569,291.00	6,569,291.00	-3.2%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		12,266,516.00	12,266,516.00		12,150,370.00	12,150,370.00	-0.9%
Prior Years	6500	8319		38,325.00	38,325.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	1,189,298.00	1,189,298.00	New
Mandated Costs Reimbursements		8550	675,109.00	0.00	675,109.00	678,333.00	0.00	678,333.00	0.5%
Lottery - Unrestricted and Instructional Materials		8560	2,385,440.00	998,208.00	3,383,648.00	2,465,079.00	1,002,744.00	3,467,823.00	2.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		691,995.00	691,995.00		100,148.00	100,148.00	-85.5%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,244,967.00	1,244,967.00		600,000.00	600,000.00	-51.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,813,978.00	15,013,595.00	17,827,573.00	2,813,978.00	17,533,651.00	20,347,629.00	14.1%
TOTAL, OTHER STATE REVENUE			5,874,527.00	30,253,606.00	36,128,133.00	5,957,390.00	32,576,211.00	38,533,601.00	6.7%
OTHER LOCAL REVENUE									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	332,000.00	332,000.00	0.00	0.00	0.00	-100.0%
Interest		8660	730,489.00	0.00	730,489.00	0.00	0.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	87,873.00	87,873.00	0.00	87,873.00	87,873.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,233,732.00	1,260,530.00	2,494,262.00	0.00	36,556.00	36,556.00	-98.5%
Tuition		8710	0.00	841,582.00	841,582.00	0.00	871,880.00	871,880.00	3.6%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,964,221.00	2,521,985.00	4,486,206.00	0.00	996,309.00	996,309.00	-77.8%
TOTAL, REVENUES			177,749,494.00	39,559,666.00	217,309,160.00	173,160,325.00	40,141,811.00	213,302,136.00	-1.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	59,054,567.00	16,029,273.00	75,083,840.00	53,116,448.00	15,639,769.00	68,756,217.00	-8.4%
Certificated Pupil Support Salaries		1200	5,376,043.00	788,046.00	6,164,089.00	4,875,341.00	569,374.00	5,444,715.00	-11.7%
Certificated Supervisors' and Administrators' Salaries		1300	7,628,416.00	1,286,058.00	8,914,474.00	6,171,530.00	841,755.00	7,013,285.00	-21.3%
Other Certificated Salaries		1900	2,821,511.00	1,603,329.00	4,424,840.00	2,899,377.00	1,416,214.00	4,315,591.00	-2.5%
TOTAL, CERTIFICATED SALARIES			74,880,537.00	19,706,706.00	94,587,243.00	67,062,696.00	18,467,112.00	85,529,808.00	-9.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,804,221.00	9,506,725.00	11,310,946.00	2,195,395.00	12,039,153.00	14,234,548.00	25.8%
Classified Support Salaries		2200	8,364,691.00	5,263,878.00	13,628,569.00	8,353,094.00	5,429,928.00	13,783,022.00	1.1%
Classified Supervisors' and Administrators' Salaries		2300	2,050,117.00	273,054.00	2,323,171.00	1,597,234.00	250,641.00	1,847,875.00	-20.5%
Clerical, Technical and Office Salaries		2400	7,718,303.00	728,147.00	8,446,450.00	7,502,430.00	740,562.00	8,242,992.00	-2.4%
Other Classified Salaries		2900	936,354.00	707,382.00	1,643,736.00	1,202,081.00	760,440.00	1,962,521.00	19.4%
TOTAL, CLASSIFIED SALARIES			20,873,686.00	16,479,186.00	37,352,872.00	20,850,234.00	19,220,724.00	40,070,958.00	7.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	13,893,623.00	3,433,350.00	17,326,973.00	12,564,734.00	3,279,399.00	15,844,133.00	-8.6%
PERS		3201-3202	5,345,551.00	4,303,306.00	9,648,857.00	5,844,641.00	5,296,509.00	11,141,150.00	15.5%
OASDI/Medicare/Alternative		3301-3302	2,684,037.00	1,604,215.00	4,288,252.00	2,630,344.00	1,765,741.00	4,396,085.00	2.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Health and Welfare Benefits		3401-3402	11,024,454.00	3,751,177.00	14,775,631.00	11,701,598.00	4,563,517.00	16,265,115.00	10.1%
Unemployment Insurance		3501-3502	47,402.00	18,231.00	65,633.00	44,245.00	19,457.00	63,702.00	-2.9%
Workers' Compensation		3601-3602	1,733,574.00	662,886.00	2,396,460.00	1,584,105.00	679,191.00	2,263,296.00	-5.6%
OPEB, Allocated		3701-3702	260,474.00	97,026.00	357,500.00	264,158.00	113,340.00	377,498.00	5.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			34,989,115.00	13,870,191.00	48,859,306.00	34,633,825.00	15,717,154.00	50,350,979.00	3.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	2,508,448.00	2,508,448.00	0.00	1,002,744.00	1,002,744.00	-60.0%
Books and Other Reference Materials		4200	7,725.00	175,326.00	183,051.00	10,175.00	63,425.00	73,600.00	-59.8%
Materials and Supplies		4300	1,193,127.00	1,425,733.00	2,618,860.00	1,300,165.00	7,012,780.00	8,312,945.00	217.4%
Noncapitalized Equipment		4400	44,073.00	654,900.00	698,973.00	61,504.00	682,454.00	743,958.00	6.4%
Food		4700	0.00	458.00	458.00	0.00	520.00	520.00	13.5%
TOTAL, BOOKS AND SUPPLIES			1,244,925.00	4,764,865.00	6,009,790.00	1,371,844.00	8,761,923.00	10,133,767.00	68.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	252,087.00	252,087.00	0.00	393,987.00	393,987.00	56.3%
Travel and Conferences		5200	48,155.00	82,380.00	130,535.00	43,971.00	14,844.00	58,815.00	-54.9%
Dues and Memberships		5300	39,974.00	11,961.00	51,935.00	47,961.00	1,414.00	49,375.00	-4.9%
Insurance		5400 - 5450	2,238,736.00	0.00	2,238,736.00	2,238,736.00	0.00	2,238,736.00	0.0%
Operations and Housekeeping Services		5500	2,865,286.00	7,974.00	2,873,260.00	3,656,907.00	24,223.00	3,681,130.00	28.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	269,953.00	508,318.00	778,271.00	619,292.00	792,219.00	1,411,511.00	81.4%
Transfers of Direct Costs		5710	(1,107,184.00)	1,107,184.00	0.00	(1,104,583.00)	1,104,583.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(178,729.00)	610,897.00	432,168.00	40,782.00	301,485.00	342,267.00	-20.8%
Professional/Consulting Services and Operating Expenditures		5800	5,744,647.00	19,718,166.00	25,462,813.00	7,180,596.00	19,328,545.00	26,509,141.00	4.1%
Communications		5900	182,117.00	7,167.00	189,284.00	224,383.00	14,956.00	239,339.00	26.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,102,955.00	22,306,134.00	32,409,089.00	12,948,045.00	21,976,256.00	34,924,301.00	7.8%
CAPITAL OUTLAY									
Land		6100	41,678.00	0.00	41,678.00	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	206,219.00	206,219.00	0.00	188,756.00	188,756.00	-8.5%
Buildings and Improvements of Buildings		6200	232,981.00	157,554.00	390,535.00	0.00	253,162.00	253,162.00	-35.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	149,062.00	87,109.00	236,171.00	9,032.00	281,403.00	290,435.00	23.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
Equipment Replacement		6500	0.00	220,127.00	220,127.00	0.00	248,570.00	248,570.00	12.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			423,721.00	671,009.00	1,094,730.00	9,032.00	971,891.00	980,923.00	-10.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	5,206.00	0.00	5,206.00	New
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	75,025.00	0.00	75,025.00	New
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	304,261.00	10,052.00	314,313.00	426,591.00	0.00	426,591.00	35.7%
Other Debt Service - Principal		7439	961,865.00	98,069.00	1,059,934.00	943,757.00	0.00	943,757.00	-11.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,266,126.00	108,121.00	1,374,247.00	1,450,579.00	0.00	1,450,579.00	5.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,768,828.00)	1,768,828.00	0.00	(1,198,386.00)	1,198,386.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs - Interfund		7350	(869,509.00)	0.00	(869,509.00)	(773,412.00)	0.00	(773,412.00)	-11.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,638,337.00)	1,768,828.00	(869,509.00)	(1,971,798.00)	1,198,386.00	(773,412.00)	-11.1%
TOTAL, EXPENDITURES			141,142,728.00	79,675,040.00	220,817,768.00	136,354,457.00	86,313,446.00	222,667,903.00	0.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	331,026.00	0.00	331,026.00	65,000.00	0.00	65,000.00	-80.4%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			331,026.00	0.00	331,026.00	65,000.00	0.00	65,000.00	-80.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals Unrestricted (A)	2023-24 Estimated Actuals Restricted (B)	2023-24 Estimated Actuals Total Fund col. A + B (C)	2024-25 Budget Unrestricted (D)	2024-25 Budget Restricted (E)	2024-25 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(38,185,406.00)	38,185,406.00	0.00	(41,606,865.00)	41,606,865.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(38,185,406.00)	38,185,406.00	0.00	(41,606,865.00)	41,606,865.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(38,516,432.00)	38,185,406.00	(331,026.00)	(41,671,865.00)	41,606,865.00	(65,000.00)	-80.4%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	169,910,746.00	0.00	169,910,746.00	167,202,935.00	0.00	167,202,935.00	-1.6%
2) Federal Revenue		8100-8299	0.00	6,784,075.00	6,784,075.00	0.00	6,569,291.00	6,569,291.00	-3.2%
3) Other State Revenue		8300-8599	5,874,527.00	30,253,606.00	36,128,133.00	5,957,390.00	32,576,211.00	38,533,601.00	6.7%
4) Other Local Revenue		8600-8799	1,964,221.00	2,521,985.00	4,486,206.00	0.00	996,309.00	996,309.00	-77.8%
5) TOTAL, REVENUES			177,749,494.00	39,559,666.00	217,309,160.00	173,160,325.00	40,141,811.00	213,302,136.00	-1.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		81,652,503.00	57,727,066.00	139,379,569.00	75,833,032.00	60,457,099.00	136,290,131.00	-2.2%
2) Instruction - Related Services	2000-2999		18,761,713.00	6,790,641.00	25,552,354.00	17,699,738.00	6,140,396.00	23,840,134.00	-6.7%
3) Pupil Services	3000-3999		12,632,981.00	5,023,875.00	17,656,856.00	11,553,825.00	6,826,934.00	18,380,759.00	4.1%
4) Ancillary Services	4000-4999		964,989.00	654,593.00	1,619,582.00	1,372,277.00	682,372.00	2,054,649.00	26.9%
5) Community Services	5000-5999		155.00	156,277.00	156,432.00	835.00	198,905.00	199,740.00	27.7%
6) Enterprise	6000-6999		0.00	0.00	0.00	1,068,727.00	0.00	1,068,727.00	New
7) General Administration	7000-7999		13,432,989.00	2,208,458.00	15,641,447.00	14,115,794.00	2,380,033.00	16,495,827.00	5.5%
8) Plant Services	8000-8999		12,431,272.00	7,006,009.00	19,437,281.00	12,960,758.00	9,627,444.00	22,588,202.00	16.2%
9) Other Outgo	9000-9999	Except 7600-7699	1,266,126.00	108,121.00	1,374,247.00	1,624,468.00	0.00	1,624,468.00	18.2%
10) TOTAL, EXPENDITURES			141,142,728.00	79,675,040.00	220,817,768.00	136,229,454.00	86,313,183.00	222,542,637.00	0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			36,606,766.00	(40,115,374.00)	(3,508,608.00)	36,930,871.00	(46,171,372.00)	(9,240,501.00)	163.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	331,026.00	0.00	331,026.00	65,000.00	0.00	65,000.00	-80.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(38,185,406.00)	38,185,406.00	0.00	(41,606,865.00)	41,606,865.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(38,516,432.00)	38,185,406.00	(331,026.00)	(41,671,865.00)	41,606,865.00	(65,000.00)	-80.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,909,666.00)	(1,929,968.00)	(3,839,634.00)	(4,740,994.00)	(4,564,507.00)	(9,305,501.00)	142.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			32,586,310.30	39,040,831.68	71,627,141.98	30,676,644.30	37,110,863.68	67,787,507.98	-5.4%
2) Ending Balance, June 30 (E + F1e)			30,676,644.30	37,110,863.68	67,787,507.98	25,935,650.30	32,546,356.68	58,482,006.98	-13.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	37,906,573.68	37,906,573.68	0.00	33,408,186.68	33,408,186.68	-11.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	30,676,644.30	(795,710.00)	29,880,934.30	25,810,647.30	(862,093.00)	24,948,554.30	-16.5%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	4,491,283.57	4,491,283.57
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	319,747.00	319,747.00
3311	Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	1.00	1.00
3345	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	830.00	830.00
3550	Strengthening Career and Technical Education for the 21st Century (Perkins V): Secondary, Section 131	24,263.00	24,263.00
4035	ESSA: Title II, Part A, Supporting Effective Instruction	55,994.00	55,994.00
4127	ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	199,082.00	199,082.00
4201	ESSA: Title III, Immigrant Student Program	20,309.00	20,309.00
4203	ESSA: Title III, English Learner Student Program	189,428.00	189,428.00
5650	FEMA Public Assistance Funds	2,921,716.00	2,921,716.00
5810	Other Restricted Federal	2,459.00	2,459.00
6010	After School Education and Safety (ASES)	156,366.00	156,366.00
6053	Child Dev: Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	533,350.00	533,350.00
6266	Educator Effectiveness, FY 2021-22	1,396,618.24	1,396,618.24
6300	Lottery: Instructional Materials	1,700,026.39	1,700,026.39
6385	Governor's CTE Initiative: California Partnership Academies	243,672.00	243,672.00
6387	Career Technical Education Incentive Grant Program	721,912.00	721,912.00
6388	Strong Workforce Program	920,030.00	277,047.00
6500	Special Education	750,057.00	750,057.00
6546	Mental Health-Related Services	2.00	2.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	6,401,676.64	6,401,676.64
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	1,506,117.00	1,515,869.00
7029	Child Nutrition: Food Service Staff Training Funds	1.00	1.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	1,151,665.00	1,151,665.00
7311	Classified School Employee Professional Development Block Grant	79,952.08	79,952.08
7412	A-G Access/Success Grant	514,321.59	514,321.59
7413	A-G Learning Loss Mitigation Grant	133,903.92	133,903.92
7415	Classified School Employee Summer Assistance Program	392,509.70	392,509.70
7435	Learning Recovery Emergency Block Grant	7,040,627.42	7,040,627.42
7810	Other Restricted State	119,779.00	119,779.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	1,955,478.50	308,746.50
9010	Other Restricted Local	3,963,395.63	1,744,971.63
Total, Restricted Balance		37,906,573.68	33,408,186.68

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	549,316.00	448,786.00	-18.3%
3) Other State Revenue		8300-8599	4,496,337.00	4,487,336.00	-0.2%
4) Other Local Revenue		8600-8799	306,286.00	306,286.00	0.0%
5) TOTAL, REVENUES			5,351,939.00	5,242,408.00	-2.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,402,032.00	2,312,694.00	-3.7%
2) Classified Salaries		2000-2999	801,022.00	975,605.00	21.8%
3) Employee Benefits		3000-3999	1,099,484.00	1,108,254.00	0.8%
4) Books and Supplies		4000-4999	677,268.00	763,034.00	12.7%
5) Services and Other Operating Expenditures		5000-5999	517,668.00	329,295.00	-36.4%
6) Capital Outlay		6000-6999	72,430.00	318,173.00	339.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	265,425.00	250,125.00	-5.8%
9) TOTAL, EXPENDITURES			5,835,329.00	6,057,180.00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(483,390.00)	(814,772.00)	68.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(483,390.00)	(814,772.00)	68.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,495,902.64	4,012,512.64	-10.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,495,902.64	4,012,512.64	-10.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,495,902.64	4,012,512.64	-10.8%
2) Ending Balance, June 30 (E + F1e)			4,012,512.64	3,197,740.64	-20.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,851,633.16	1,459,020.16	-21.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,160,879.48	1,738,720.48	-19.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	549,316.00	448,786.00	-18.3%
TOTAL, FEDERAL REVENUE			549,316.00	448,786.00	-18.3%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	4,472,749.00	4,472,749.00	0.0%
All Other State Revenue	All Other	8590	23,588.00	14,587.00	-38.2%
TOTAL, OTHER STATE REVENUE			4,496,337.00	4,487,336.00	-0.2%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	134,878.00	134,878.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	113,298.00	113,298.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	58,110.00	58,110.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			306,286.00	306,286.00	0.0%
TOTAL, REVENUES			5,351,939.00	5,242,408.00	-2.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,658,075.00	1,563,322.00	-5.7%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Certificated Pupil Support Salaries		1200	168,960.00	171,153.00	1.3%
Certificated Supervisors' and Administrators' Salaries		1300	321,649.00	292,839.00	-9.0%
Other Certificated Salaries		1900	253,348.00	285,380.00	12.6%
TOTAL, CERTIFICATED SALARIES			2,402,032.00	2,312,694.00	-3.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	192,499.00	250,390.00	30.1%
Classified Support Salaries		2200	208,674.00	263,573.00	26.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	399,849.00	461,244.00	15.4%
Other Classified Salaries		2900	0.00	398.00	New
TOTAL, CLASSIFIED SALARIES			801,022.00	975,605.00	21.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	465,786.00	441,506.00	-5.2%
PERS		3201-3202	193,553.00	224,609.00	16.0%
OASDI/Medicare/Alternative		3301-3302	102,391.00	104,100.00	1.7%
Health and Welfare Benefits		3401-3402	268,113.00	267,285.00	-0.3%
Unemployment Insurance		3501-3502	1,665.00	1,676.00	0.7%
Workers' Compensation		3601-3602	59,288.00	59,186.00	-0.2%
OPEB, Allocated		3701-3702	8,688.00	9,892.00	13.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,099,484.00	1,108,254.00	0.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	171,646.00	289,859.00	68.9%
Materials and Supplies		4300	114,334.00	120,049.00	5.0%
Noncapitalized Equipment		4400	391,288.00	353,126.00	-9.8%
TOTAL, BOOKS AND SUPPLIES			677,268.00	763,034.00	12.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	4,000.00	2,340.00	-41.5%
Travel and Conferences		5200	20,688.00	10,446.00	-49.5%
Dues and Memberships		5300	500.00	167.00	-66.6%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	36,350.00	19,172.00	-47.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,169.00	2,479.00	112.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,157.00	4,963.00	-3.8%
Professional/Consulting Services and Operating Expenditures		5800	402,268.00	257,570.00	-36.0%
Communications		5900	47,536.00	32,158.00	-32.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			517,668.00	329,295.00	-36.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	10,074.00	4,468.00	-55.6%
Buildings and Improvements of Buildings		6200	9,347.00	9,443.00	1.0%
Equipment		6400	53,009.00	304,262.00	474.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			72,430.00	318,173.00	339.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	265,425.00	250,125.00	-5.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			265,425.00	250,125.00	-5.8%
TOTAL, EXPENDITURES			5,835,329.00	6,057,180.00	3.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	549,316.00	448,786.00	-18.3%
3) Other State Revenue		8300-8599	4,496,337.00	4,487,336.00	-0.2%
4) Other Local Revenue		8600-8799	306,286.00	306,286.00	0.0%
5) TOTAL, REVENUES			5,351,939.00	5,242,408.00	-2.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,290,600.00	3,174,071.00	-3.5%
2) Instruction - Related Services	2000-2999		1,630,363.00	1,603,640.00	-1.6%
3) Pupil Services	3000-3999		220,502.00	210,513.00	-4.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		265,425.00	312,901.00	17.9%
8) Plant Services	8000-8999		428,439.00	756,055.00	76.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,835,329.00	6,057,180.00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(483,390.00)	(814,772.00)	68.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(483,390.00)	(814,772.00)	68.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,495,902.64	4,012,512.64	-10.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,495,902.64	4,012,512.64	-10.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,495,902.64	4,012,512.64	-10.8%
2) Ending Balance, June 30 (E + F1e)			4,012,512.64	3,197,740.64	-20.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,851,633.16	1,459,020.16	-21.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,160,879.48	1,738,720.48	-19.5%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
3926	Adult Education: Integrated English Literacy and Civics Education	2.00	2.00
6391	Adult Education Program	1,851,631.16	1,459,018.16
Total, Restricted Balance		1,851,633.16	1,459,020.16

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	295,822.00	300,569.00	1.6%
3) Other State Revenue		8300-8599	899,534.00	865,237.00	-3.8%
4) Other Local Revenue		8600-8799	2,638,841.00	3,042,667.00	15.3%
5) TOTAL, REVENUES			3,834,197.00	4,208,473.00	9.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,626,949.00	1,265,767.00	-22.2%
2) Classified Salaries		2000-2999	1,179,048.00	1,057,491.00	-10.3%
3) Employee Benefits		3000-3999	1,221,142.00	1,160,946.00	-4.9%
4) Books and Supplies		4000-4999	156,354.00	444,510.00	184.3%
5) Services and Other Operating Expenditures		5000-5999	(216,799.00)	(14,298.00)	-93.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	425,028.00	228,104.00	-46.3%
9) TOTAL, EXPENDITURES			4,391,722.00	4,142,520.00	-5.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(557,525.00)	65,953.00	-111.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	331,025.00	65,000.00	-80.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	(1.00)	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			331,024.00	65,000.00	-80.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(226,501.00)	130,953.00	-157.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	484,622.18	258,121.18	-46.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			484,622.18	258,121.18	-46.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			484,622.18	258,121.18	-46.7%
2) Ending Balance, June 30 (E + F1e)			258,121.18	389,074.18	50.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	258,209.75	389,157.18	50.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(88.57)	(83.00)	-6.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	35,032.00	35,032.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	260,790.00	265,537.00	1.8%
TOTAL, FEDERAL REVENUE			295,822.00	300,569.00	1.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	963.00	963.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	898,571.00	864,274.00	-3.8%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			899,534.00	865,237.00	-3.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	252.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	2,638,589.00	3,042,667.00	15.3%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,638,841.00	3,042,667.00	15.3%
TOTAL, REVENUES			3,834,197.00	4,208,473.00	9.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,427,879.00	1,167,352.00	-18.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	199,070.00	98,019.00	-50.8%
Other Certificated Salaries		1900	0.00	396.00	New
TOTAL, CERTIFICATED SALARIES			1,626,949.00	1,265,767.00	-22.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	981,251.00	884,589.00	-9.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	42,796.00	53,691.00	25.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	155,001.00	119,211.00	-23.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,179,048.00	1,057,491.00	-10.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	162,464.00	141,407.00	-13.0%
PERS		3201-3202	450,469.00	424,779.00	-5.7%
OASDI/Medicare/Alternative		3301-3302	150,188.00	131,780.00	-12.3%
Health and Welfare Benefits		3401-3402	397,958.00	412,956.00	3.8%
Unemployment Insurance		3501-3502	1,416.00	1,189.00	-16.0%
Workers' Compensation		3601-3602	51,094.00	41,842.00	-18.1%
OPEB, Allocated		3701-3702	7,553.00	6,993.00	-7.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,221,142.00	1,160,946.00	-4.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	50,396.00	290,833.00	477.1%
Noncapitalized Equipment		4400	569.00	20,116.00	3,435.3%
Food		4700	105,389.00	133,561.00	26.7%
TOTAL, BOOKS AND SUPPLIES			156,354.00	444,510.00	184.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	970.00	367.00	-62.2%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	19,433.00	67,968.00	249.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(522,825.00)	(348,998.00)	-33.2%
Professional/Consulting Services and Operating Expenditures		5800	284,665.00	263,496.00	-7.4%
Communications		5900	958.00	2,869.00	199.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(216,799.00)	(14,298.00)	-93.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	425,028.00	228,104.00	-46.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			425,028.00	228,104.00	-46.3%
TOTAL, EXPENDITURES			4,391,722.00	4,142,520.00	-5.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	331,025.00	65,000.00	-80.4%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			331,025.00	65,000.00	-80.4%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	(1.00)	0.00	-100.0%
(e) TOTAL, CONTRIBUTIONS			(1.00)	0.00	-100.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			331,024.00	65,000.00	-80.4%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	295,822.00	300,569.00	1.6%
3) Other State Revenue		8300-8599	899,534.00	865,237.00	-3.8%
4) Other Local Revenue		8600-8799	2,638,841.00	3,042,667.00	15.3%
5) TOTAL, REVENUES			3,834,197.00	4,208,473.00	9.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,175,137.00	3,236,198.00	1.9%
2) Instruction - Related Services	2000-2999		487,022.00	310,081.00	-36.3%
3) Pupil Services	3000-3999		72,463.00	139,710.00	92.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		425,028.00	228,104.00	-46.3%
8) Plant Services	8000-8999		197,811.00	228,427.00	15.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,357,461.00	4,142,520.00	-4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(523,264.00)	65,953.00	-112.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	331,025.00	65,000.00	-80.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	(1.00)	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			331,024.00	65,000.00	-80.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(192,240.00)	130,953.00	-168.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	484,622.18	258,121.18	-46.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			484,622.18	258,121.18	-46.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			484,622.18	258,121.18	-46.7%
2) Ending Balance, June 30 (E + F1e)			292,382.18	389,074.18	33.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	258,209.75	389,157.18	50.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(88.57)	(83.00)	-6.3%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5059	Child Development: ARP California State Preschool Program One-time Stipend	238.92	238.92
5160	Child Care and Development Programs Administered by California Department of Social Services (Federal Funds)	167,734.00	167,734.00
5460	Child Nutrition: CACFP COVID-19 Emergency Operational Costs Reimbursement (ECR)	607.00	607.00
6129	Child Development: Center-Based Reserve Account for Department of Social Services Programs	20,366.85	20,366.85
6130	Child Development: Center-Based Reserve Account	69,262.98	69,262.98
9010	Other Restricted Local	0.00	130,947.43
Total, Restricted Balance		258,209.75	389,157.18

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,590,634.00	2,068,966.00	-20.1%
3) Other State Revenue		8300-8599	4,451,627.00	4,234,765.00	-4.9%
4) Other Local Revenue		8600-8799	277,497.00	255,997.00	-7.7%
5) TOTAL, REVENUES			7,319,758.00	6,559,728.00	-10.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,369,828.00	2,620,574.00	10.6%
3) Employee Benefits		3000-3999	878,416.00	1,114,057.00	26.8%
4) Books and Supplies		4000-4999	1,928,509.00	1,989,804.00	3.2%
5) Services and Other Operating Expenditures		5000-5999	151,120.00	94,841.00	-37.2%
6) Capital Outlay		6000-6999	200,960.00	445,269.00	121.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	179,056.00	295,183.00	64.9%
9) TOTAL, EXPENDITURES			5,707,889.00	6,559,728.00	14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,611,869.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,611,869.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,047,288.54	5,659,157.54	39.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,047,288.54	5,659,157.54	39.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,047,288.54	5,659,157.54	39.8%
2) Ending Balance, June 30 (E + F1e)			5,659,157.54	5,659,157.54	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,646,258.61	5,646,258.61	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	12,898.93	12,898.93	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,590,634.00	2,068,966.00	-20.1%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,590,634.00	2,068,966.00	-20.1%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	4,451,627.00	4,234,765.00	-4.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,451,627.00	4,234,765.00	-4.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	242,497.00	222,497.00	-8.2%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	35,000.00	33,500.00	-4.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			277,497.00	255,997.00	-7.7%
TOTAL, REVENUES			7,319,758.00	6,559,728.00	-10.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	1,589,114.00	1,910,946.00	20.3%
Classified Supervisors' and Administrators' Salaries		2300	627,309.00	591,584.00	-5.7%
Clerical, Technical and Office Salaries		2400	123,273.00	82,830.00	-32.8%
Other Classified Salaries		2900	30,132.00	35,214.00	16.9%
TOTAL, CLASSIFIED SALARIES			2,369,828.00	2,620,574.00	10.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	484,421.00	606,525.00	25.2%
OASDI/Medicare/Alternative		3301-3302	178,267.00	200,500.00	12.5%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	165,249.00	250,645.00	51.7%
Unemployment Insurance		3501-3502	1,227.00	1,327.00	8.1%
Workers' Compensation		3601-3602	43,154.00	47,183.00	9.3%
OPEB, Allocated		3701-3702	6,098.00	7,877.00	29.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			878,416.00	1,114,057.00	26.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	121,453.00	151,055.00	24.4%
Noncapitalized Equipment		4400	0.00	212,789.00	New
Food		4700	1,807,056.00	1,625,960.00	-10.0%
TOTAL, BOOKS AND SUPPLIES			1,928,509.00	1,989,804.00	3.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	3,459.00	3,677.00	6.3%
Dues and Memberships		5300	2,146.00	1,518.00	-29.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	12,750.00	10,959.00	-14.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	85,500.00	1,768.00	-97.9%
Professional/Consulting Services and Operating Expenditures		5800	45,880.00	75,044.00	63.6%
Communications		5900	1,385.00	1,875.00	35.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			151,120.00	94,841.00	-37.2%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	200,960.00	445,269.00	121.6%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			200,960.00	445,269.00	121.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	179,056.00	295,183.00	64.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			179,056.00	295,183.00	64.9%
TOTAL, EXPENDITURES			5,707,889.00	6,559,728.00	14.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,590,634.00	2,068,966.00	-20.1%
3) Other State Revenue		8300-8599	4,451,627.00	4,234,765.00	-4.9%
4) Other Local Revenue		8600-8799	277,497.00	255,997.00	-7.7%
5) TOTAL, REVENUES			7,319,758.00	6,559,728.00	-10.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		5,433,083.00	6,253,586.00	15.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		179,056.00	295,183.00	64.9%
8) Plant Services	8000-8999		95,750.00	10,959.00	-88.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,707,889.00	6,559,728.00	14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,611,869.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,611,869.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,047,288.54	5,659,157.54	39.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,047,288.54	5,659,157.54	39.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,047,288.54	5,659,157.54	39.8%
2) Ending Balance, June 30 (E + F1e)			5,659,157.54	5,659,157.54	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	5,646,258.61	5,646,258.61	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	12,898.93	12,898.93	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	5,289,846.43	5,289,846.43
5460	Child Nutrition: CACFP COVID-19 Emergency Operational Costs Reimbursement (ECR)	4,318.57	4,318.57
5465	Child Nutrition: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	135,231.61	135,231.61
7033	Child Nutrition: School Food Best Practices Apportionment	216,862.00	216,862.00
Total, Restricted Balance		5,646,258.61	5,646,258.61

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,815.00	0.00	-100.0%
5) TOTAL, REVENUES			10,815.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,815.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,815.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	483,710.03	494,525.03	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			483,710.03	494,525.03	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			483,710.03	494,525.03	2.2%
2) Ending Balance, June 30 (E + F1e)			494,525.03	494,525.03	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	494,525.03	444,525.03	-10.1%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	10,815.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,815.00	0.00	-100.0%
TOTAL, REVENUES			10,815.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,815.00	0.00	-100.0%
5) TOTAL, REVENUES			10,815.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			10,815.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,815.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	483,710.03	494,525.03	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			483,710.03	494,525.03	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			483,710.03	494,525.03	2.2%
2) Ending Balance, June 30 (E + F1e)			494,525.03	494,525.03	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	494,525.03	444,525.03	-10.1%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	112,552.00	0.00	-100.0%
5) TOTAL, REVENUES			112,552.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	14,578.00	0.00	-100.0%
3) Employee Benefits		3000-3999	6,190.00	0.00	-100.0%
4) Books and Supplies		4000-4999	20,226.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	54,072.00	0.00	-100.0%
6) Capital Outlay		6000-6999	644,812.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			739,878.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(627,326.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(627,326.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,197,660.52	4,570,334.52	-12.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,197,660.52	4,570,334.52	-12.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,197,660.52	4,570,334.52	-12.1%
2) Ending Balance, June 30 (E + F1e)			4,570,334.52	4,570,334.52	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,570,334.52	4,570,334.52	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	112,552.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			112,552.00	0.00	-100.0%
TOTAL, REVENUES			112,552.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	14,578.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			14,578.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	3,338.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	1,006.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	1,539.00	0.00	-100.0%
Unemployment Insurance		3501-3502	7.00	0.00	-100.0%
Workers' Compensation		3601-3602	263.00	0.00	-100.0%
OPEB, Allocated		3701-3702	37.00	0.00	-100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,190.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,047.00	0.00	-100.0%
Noncapitalized Equipment		4400	16,179.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			20,226.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	54,072.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			54,072.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	25,915.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	461,204.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	157,693.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			644,812.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			739,878.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	112,552.00	0.00	-100.0%
5) TOTAL, REVENUES			112,552.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		739,878.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			739,878.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(627,326.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(627,326.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,197,660.52	4,570,334.52	-12.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,197,660.52	4,570,334.52	-12.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,197,660.52	4,570,334.52	-12.1%
2) Ending Balance, June 30 (E + F1e)			4,570,334.52	4,570,334.52	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,570,334.52	4,570,334.52	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,862,132.00	1,862,132.00	0.0%
5) TOTAL, REVENUES			1,862,132.00	1,862,132.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	2,745.00	10,000.00	264.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,745.00	10,000.00	264.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,859,387.00	1,852,132.00	-0.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,859,387.00	1,852,132.00	-0.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,816,597.86	8,675,984.86	27.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,816,597.86	8,675,984.86	27.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,816,597.86	8,675,984.86	27.3%
2) Ending Balance, June 30 (E + F1e)			8,675,984.86	10,528,116.86	21.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,499,348.12	10,351,480.12	21.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	176,636.74	176,636.74	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	144,121.00	144,121.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	1,718,011.00	1,718,011.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,862,132.00	1,862,132.00	0.0%
TOTAL, REVENUES			1,862,132.00	1,862,132.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	2,745.00	10,000.00	264.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,745.00	10,000.00	264.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,745.00	10,000.00	264.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,862,132.00	1,862,132.00	0.0%
5) TOTAL, REVENUES			1,862,132.00	1,862,132.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,745.00	10,000.00	264.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,745.00	10,000.00	264.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,859,387.00	1,852,132.00	-0.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,859,387.00	1,852,132.00	-0.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,816,597.86	8,675,984.86	27.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,816,597.86	8,675,984.86	27.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,816,597.86	8,675,984.86	27.3%
2) Ending Balance, June 30 (E + F1e)			8,675,984.86	10,528,116.86	21.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,499,348.12	10,351,480.12	21.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	176,636.74	176,636.74	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	8,499,348.12	10,351,480.12
Total, Restricted Balance		8,499,348.12	10,351,480.12

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,365,752.00	0.00	-100.0%
5) TOTAL, REVENUES			1,365,752.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	449,394.00	0.00	-100.0%
6) Capital Outlay		6000-6999	75,347.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			524,741.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			841,011.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			841,011.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,326,880.17	18,167,891.17	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,326,880.17	18,167,891.17	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,326,880.17	18,167,891.17	4.9%
2) Ending Balance, June 30 (E + F1e)			18,167,891.17	18,167,891.17	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,697,061.01	12,697,061.01	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,470,830.16	5,470,830.16	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	1,019,380.00	0.00	-100.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	346,372.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,365,752.00	0.00	-100.0%
TOTAL, REVENUES			1,365,752.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,538.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	436,856.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			449,394.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	75,347.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			75,347.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			524,741.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,365,752.00	0.00	-100.0%
5) TOTAL, REVENUES			1,365,752.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		524,741.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			524,741.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			841,011.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			841,011.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,326,880.17	18,167,891.17	4.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,326,880.17	18,167,891.17	4.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,326,880.17	18,167,891.17	4.9%
2) Ending Balance, June 30 (E + F1e)			18,167,891.17	18,167,891.17	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,697,061.01	12,697,061.01	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	5,470,830.16	5,470,830.16	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	12,697,061.01	12,697,061.01
Total, Restricted Balance		12,697,061.01	12,697,061.01

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,820,505.00	1,820,505.00	0.0%
5) TOTAL, REVENUES			1,820,505.00	1,820,505.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	9.00	0.00	-100.0%
3) Employee Benefits		3000-3999	1.00	0.00	-100.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	2,461,098.00	1,112,140.00	-54.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,461,108.00	1,112,140.00	-54.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(640,603.00)	708,365.00	-210.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(640,603.00)	708,365.00	-210.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	150,261.43	(490,341.57)	-426.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			150,261.43	(490,341.57)	-426.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			150,261.43	(490,341.57)	-426.3%
2) Ending Net Position, June 30 (E + F1e)			(490,341.57)	218,023.43	-144.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(490,341.57)	218,023.43	-144.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	1,820,505.00	1,820,505.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,820,505.00	1,820,505.00	0.0%
TOTAL, REVENUES			1,820,505.00	1,820,505.00	0.0%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	9.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			9.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	2,461,098.00	1,112,140.00	-54.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,461,098.00	1,112,140.00	-54.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			2,461,108.00	1,112,140.00	-54.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,820,505.00	1,820,505.00	0.0%
5) TOTAL, REVENUES			1,820,505.00	1,820,505.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		2,461,108.00	1,112,140.00	-54.8%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			2,461,108.00	1,112,140.00	-54.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(640,603.00)	708,365.00	-210.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(640,603.00)	708,365.00	-210.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	150,261.43	(490,341.57)	-426.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			150,261.43	(490,341.57)	-426.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			150,261.43	(490,341.57)	-426.3%
2) Ending Net Position, June 30 (E + F1e)			(490,341.57)	218,023.43	-144.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(490,341.57)	218,023.43	-144.5%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	25,000.00	0.00	-100.0%
5) TOTAL, REVENUES			25,000.00	0.00	-100.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			25,000.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			25,000.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,331,804.53	1,356,804.53	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,331,804.53	1,356,804.53	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,331,804.53	1,356,804.53	1.9%
2) Ending Net Position, June 30 (E + F1e)			1,356,804.53	1,356,804.53	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,356,804.53	1,356,804.53	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets		9400			
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	40,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(15,000.00)	0.00	-100.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			25,000.00	0.00	-100.0%
TOTAL, REVENUES			25,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	25,000.00	0.00	-100.0%
5) TOTAL, REVENUES			25,000.00	0.00	-100.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			25,000.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			25,000.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,331,804.53	1,356,804.53	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,331,804.53	1,356,804.53	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,331,804.53	1,356,804.53	1.9%
2) Ending Net Position, June 30 (E + F1e)			1,356,804.53	1,356,804.53	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,356,804.53	1,356,804.53	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	13,445.81	13,505.75	14,020.51	13,383.56	13,383.56	13,625.34
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	13,445.81	13,505.75	14,020.51	13,383.56	13,383.56	13,625.34
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	13,445.81	13,505.75	14,020.51	13,383.56	13,383.56	13,625.34
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Burbank Unified School District
Date: 06/03/2024

Public Hearing:

Place: Burbank City Hall
Date: 06/06/2024
Time:

Adoption Date: 06/20/2024
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Contact person for additional information on the budget reports:

Name: Andrew Cantwell
Title: Assistant Superintendent Administrative Services

Telephone: 818-729-4473
E-mail: andrewcantwell@burbankusd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		X
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		
		• If yes, are they lifetime benefits?		
		• If yes, do benefits continue beyond age 65?		
		• If yes, are benefits funded by pay-as-you-go?		
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		
		• Classified? (Section S8B, Line 1)		
		• Management/supervisor/confidential? (Section S8C, Line 1)		
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		
		• Adoption date of the LCAP or an update to the LCAP:		
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?		
A2	Independent Position Control	Is personnel position control independent from the payroll system?		
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		
A7	Independent Financial System	Is the district's financial system independent from the county office system?		
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$	
Less: Amount of total liabilities reserved in budget:	$	
Estimated accrued but unfunded liabilities:	$	0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

West San Gabriel Valley JPA

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: _____

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name: Andrew Cantwell

Title: Assistant Superintendent, Business

Telephone: 818-729-4400

E-mail: andrewcantwell@burbankusd.org

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	94,587,243.00	301	0.00	303	94,587,243.00	305	93,559.00		307	94,493,684.00	309
2000 - Classified Salaries	37,352,872.00	311	136,275.00	313	37,216,597.00	315	7,180.00		317	37,209,417.00	319
3000 - Employee Benefits	48,859,306.00	321	377,205.00	323	48,482,101.00	325	27,393.00		327	48,454,708.00	329
4000 - Books, Supplies Equip Replace. (6500)	6,229,917.00	331	177,578.00	333	6,052,339.00	335	2,598,647.00		337	3,453,692.00	339
5000 - Services. . . & 7300 - Indirect Costs	31,539,580.00	341	184,235.00	343	31,355,345.00	345	13,521,275.00		347	17,834,070.00	349
				TOTAL	217,693,625.00	365			TOTAL	201,445,571.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	74,749,785.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	10,508,491.00	380
3. STRS	3101 & 3102	13,666,024.00	382
4. PERS	3201 & 3202	3,571,037.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	2,149,926.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	9,315,498.00	385
7. Unemployment Insurance	3501 & 3502	43,086.00	390
8. Workers' Compensation Insurance	3601 & 3602	1,578,055.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		115,581,902.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		69,668.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		115,512,234.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		57.34%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	57.34%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	201,445,571.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	85,529,808.00	301	0.00	303	85,529,808.00	305	55,971.00		307	85,473,837.00	309
2000 - Classified Salaries	40,070,958.00	311	146,490.00	313	39,924,468.00	315	17,059.00		317	39,907,409.00	319
3000 - Employee Benefits	50,350,979.00	321	430,306.00	323	49,920,673.00	325	22,143.00		327	49,898,530.00	329
4000 - Books, Supplies Equip Replace. (6500)	10,382,337.00	331	1,436,108.00	333	8,946,229.00	335	1,021,396.00		337	7,924,833.00	339
5000 - Services. . . & 7300 - Indirect Costs	34,150,889.00	341	131,500.00	343	34,019,389.00	345	11,747,105.00		347	22,272,284.00	349
				TOTAL	218,340,567.00	365			TOTAL	205,476,893.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	68,062,356.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	13,323,582.00	380
3. STRS.	3101 & 3102	12,533,049.00	382
4. PERS.	3201 & 3202	4,603,565.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	2,271,866.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	10,392,301.00	385
7. Unemployment Insurance.	3501 & 3502	42,181.00	390
8. Workers' Compensation Insurance.	3601 & 3602	1,497,427.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	112,726,327.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	34,232.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	112,692,095.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	54.84%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	54.84%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	.16%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	205,476,893.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	328,763.03

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	179,217,696.00		179,217,696.00			179,217,696.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	15,215,614.00		15,215,614.00			15,215,614.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	103,070,161.00		103,070,161.00			103,070,161.00	
Total/Net OPEB Liability	68,319,235.00		68,319,235.00			68,319,235.00	
Compensated Absences Payable	1,997,367.00		1,997,367.00			1,997,367.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	367,820,073.00	0.00	367,820,073.00	0.00	0.00	367,820,073.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2023-24 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	221,148,794.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	6,244,545.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	156,404.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,094,730.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	1,374,247.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	331,026.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	180,000.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	841,582.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				3,977,989.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				210,926,260.00

Section II - Expenditures Per ADA	**2023-24 Annual ADA/Exps. Per ADA**
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	13,505.75
B. Expenditures per ADA (Line I.E divided by Line II.A)	15,617.52

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	188,422,653.96	14,194.50
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	188,422,653.96	14,194.50
B. Required effort (Line A.2 times 90%)	169,580,388.56	12,775.05
C. Current year expenditures (Line I.E and Line II.B)	210,926,260.00	15,617.52
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2025-26 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 9,678,039.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 170,763,882.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 5.67%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 11,668,090.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 3,082,879.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	137,323.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	1,047,136.22
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	15,935,428.22
9. Carry-Forward Adjustment (Part IV, Line F)	(2,368,340.32)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	13,567,087.90
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	139,077,874.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	25,552,354.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	17,602,924.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	1,619,582.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	156,432.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,160,656.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	294,007.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	145,623.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	17,420,874.78
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	5,493,474.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,861,305.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,520,817.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	215,905,922.78
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	7.38%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2025-26 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	6.28%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	15,935,428.22
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	2,617,515.37
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.69%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.69%) times Part III, Line B19) or (the highest rate used to recover costs from any program (11.43%) times Part III, Line B19); zero if positive	(2,368,340.32)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(2,368,340.32)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	6.28%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-1184170.16) is applied to the current year calculation and the remainder ($-1184170.16) is deferred to one or more future years:	6.83%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-789446.77) is applied to the current year calculation and the remainder ($-1578893.55) is deferred to one or more future years:	7.02%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(2,368,340.32)

Approved indirect cost rate: 9.69%

Highest rate used in any program: 11.43%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	4,205,634.00	388,539.00	9.24%
01	3010	1,470,781.00	142,520.00	9.69%
01	3182	49,596.00	3,735.00	7.53%
01	3550	71,963.00	3,922.00	5.45%
01	4035	330,987.00	32,072.00	9.69%
01	4127	70,000.00	6,783.00	9.69%
01	4201	51,201.00	4,962.00	9.69%
01	4203	106,722.00	10,341.00	9.69%
01	5634	15,191.00	863.00	5.68%
01	6010	508,856.00	26,337.00	5.18%
01	6053	165,368.00	16,024.00	9.69%
01	6266	976,260.00	94,599.00	9.69%
01	6385	26,987.00	2,615.00	9.69%
01	6387	476,588.00	46,467.00	9.75%
01	6388	258,957.00	10,488.00	4.05%
01	6762	1,792,475.00	157,200.00	8.77%
01	7311	0.00	7,747.00	N/A
01	7412	1,424.00	138.00	9.69%
01	7413	29,928.00	2,900.00	9.69%
01	7435	3,791,465.00	375,727.00	9.91%
01	7810	0.00	11,607.00	N/A
01	8150	5,912,378.00	423,242.00	7.16%
11	6371	22,638.00	951.00	4.20%
11	6391	4,391,920.00	213,631.00	4.86%
12	5025	139,105.00	13,479.00	9.69%
12	5059	21,180.00	2,033.00	9.60%
12	5160	88,983.00	8,542.00	9.60%
12	5320	0.00	1,734.00	N/A
12	6105	815,705.00	79,041.00	9.69%
12	9010	2,801,321.00	320,199.00	11.43%
13	5310	3,520,817.00	169,803.00	4.82%
13	5320	0.00	1,268.00	N/A
13	5460	0.00	1,142.00	N/A
13	5465	0.00	6,843.00	N/A

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00	5.00	3,274,213.39	3,274,218.39
2. State Lottery Revenue	8560	2,385,440.00		998,208.00	3,383,648.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		2,385,440.00	5.00	4,272,421.39	6,657,866.39
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		2,559,270.00	2,559,270.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			13,125.00	13,125.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		0.00	0.00	2,572,395.00	2,572,395.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	2,385,440.00	5.00	1,700,026.39	4,085,471.39

D. COMMENTS:

Reserved for Elementary and Secondary book adoption

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	2023-24 Actual	2024-25 Budget	% Diff.
SELPA Name: Foothill (DJ)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. Program Specialist/Regionalized Services Apportionment			0.00%
C. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
D. Low Incidence Apportionment			0.00%
E. Out of Home Care Apportionment			0.00%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
G. Adjustment for NSS with Declining Enrollment			0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	0.00	0.00	0.00%
I. Federal IDEA Local Assistance Grants - Preschool			0.00%
J. Federal IDEA - Section 619 Preschool			0.00%
K. Other Federal Discretionary Grants			0.00%
L. Other Adjustments			0.00%
M. Total SELPA Revenues (Sum lines H through L)	0.00	0.00	0.00%
II. ALLOCATION TO SELPA MEMBERS			
Glendale Unified (DJ00)			0.0%
Burbank Unified (DJ01)			0.0%
La Canada Unified (DJ02)			0.0%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.M)	0.00	0.00	0.00%

Preparer Name: _____

Title: _____

Phone: _____

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	432,168.00	0.00	0.00	(869,509.00)				
Other Sources/Uses Detail					0.00	331,026.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	5,157.00	0.00	265,425.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	(522,825.00)	425,028.00	0.00				
Other Sources/Uses Detail					331,025.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	85,500.00	0.00	179,056.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	522,825.00	(522,825.00)	869,509.00	(869,509.00)	331,025.00	331,026.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	342,267.00	0.00	0.00	(773,412.00)				
Other Sources/Uses Detail					0.00	65,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	4,963.00	0.00	250,125.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	(348,998.00)	228,104.00	0.00				
Other Sources/Uses Detail					65,000.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	1,768.00	0.00	295,183.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	348,998.00	(348,998.00)	773,412.00	(773,412.00)	65,000.00	65,000.00		

2024-25 Budget Adoption

Budget Cycle

Budgeting for school districts is a continuous, year-round process



First Interim

On or before December 15

Actual revenues and expense July 1 to October 31 with projections for remainder of current and two future fiscal years

Unaudited Actuals

On or before September 15

Details actual ending balances, all revenues and expenditures for the fiscal year ended June 30

Adopted Budget

On or before July 1

Details spending plan of district and includes estimated actual ending balances for prior fiscal year

Second Interim

On or before March 15

Actual revenues and expense July 1 to January 31 with projections for remainder of current and two future fiscal years

Certification Definitions

Positive

The District, based on current projections, **will be able** to meet its financial obligations for a the current and subsequent two fiscal years

Qualified

The District, based on current projections, **may not be able** to meet its financial obligations for the current and subsequent two fiscal years

Negative

The District, based on current projections, **will be unable** to meet its financial obligations for the current and subsequent two fiscal years

Current projections are based on Estimated Actuals and Multiyear Projection (MYP)

State Budget Proposal for 2024-25
COLA and CalSTRS/CalPERS

Cost of Living Adjustment (COLA)

	2023-24	2024-25	2025-26	2026-27
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%

CalSTRS and CalPERS employer contributions:

	2023-24	2024-25	2025-26	2026-27
CalSTRS	19.10%	19.10%	19.10%	19.10%
CalPERS – May Revise Budget 2024-25	26.68%	27.05%	27.60%	28.00%

Proposed Budget Assumptions

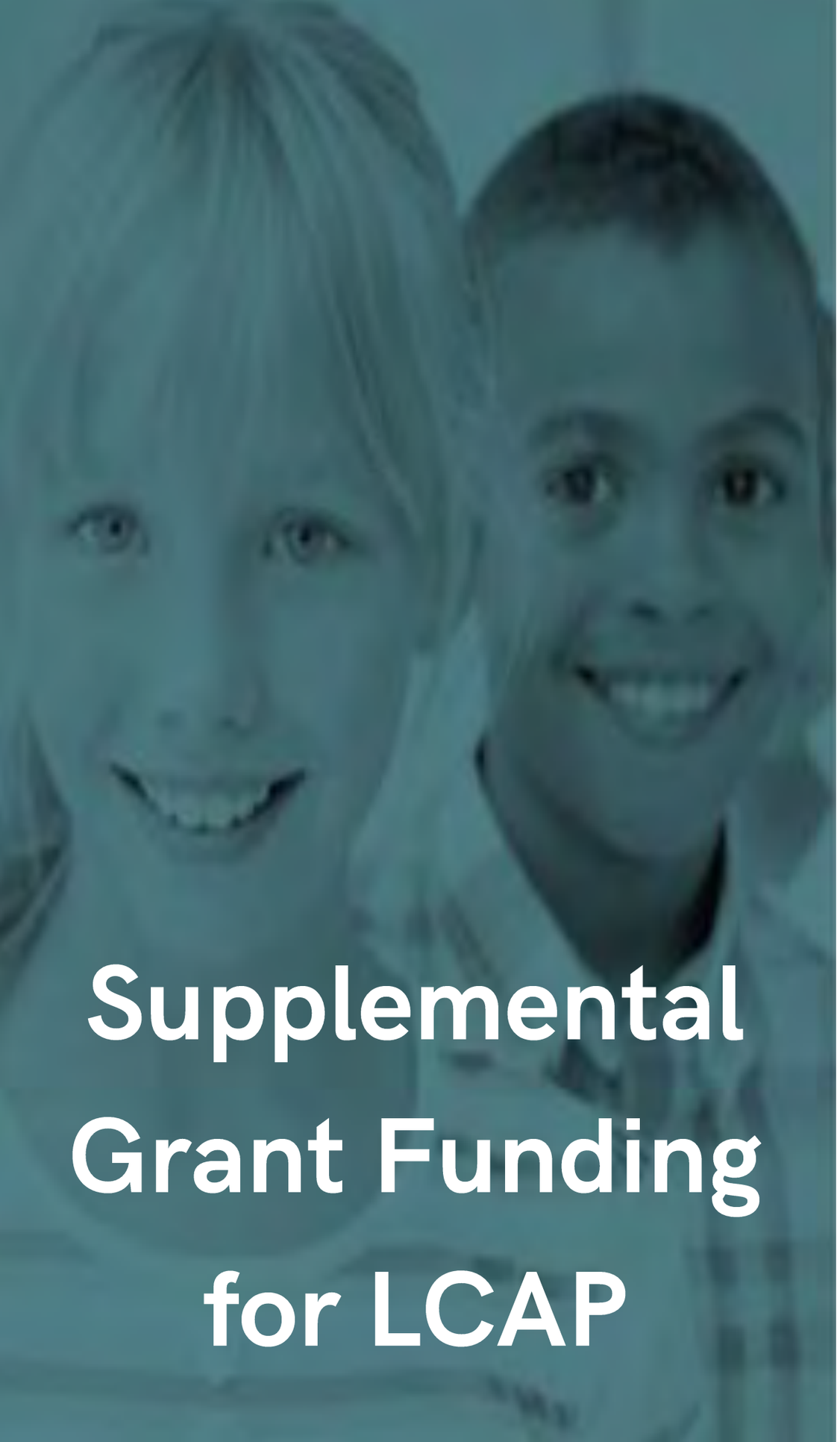
Revenues

- Projected Funded ADA – based on 93% enrollment and three-year average

2023-24	2024-25	2025-26	2026-27
13,469	13,185	13,051	12,919

- Assumes all changes that were presented by the Governor in the May Revise
- Funded LCFF increase
  - LCFF revenues computed using the three-year average
  - 93% average daily attendance (ADA)
- Increased restricted resources that are able to receive a COLA (Cost of Living Adjustments)
- Ongoing funding for ELO-P included and reduced one-time revenues no longer received the multi-year projection





Supplemental Grant Funding for LCAP

Supplemental Funding is Received for:

- Students who are English learners
- Students who receive free or reduced price meals
- Foster Youth

In order to receive Supplemental Grant funding, Districts need to have an unduplicated pupil count of 20%. In order to receive Concentration Grant funding, Districts needs to have an unduplicated pupil count of 55% or greater. Burbank USD only receives Supplemental Grant Funding

2023-24	2024-25	2024-25	2026-27
Supplemental Grant - Unduplicated Pupil Count			
36.24%	36.16%	36.59%	36.77%
11,258,600	11,351,994	11,589,485	11,856,176

2024-25 Proposed Adopted Budget

General Fund Revenues

Combined Unrestricted and Restricted Funding	2023-24 Estimated Actuals	2024-25 Proposed Budget	2025-26 Projected Budget	2026-27 Projected Budget
LCFF Source Revenues	169,910,746	167,202,935	169,452,623	173,167,763
Federal Revenues	6,784,075	6,569,291	6,761,771	6,761,771
Other State Revenues	36,128,133	38,533,601	31,267,770	31,818,857
Other Local Revenues	4,486,206	996,309	1,025,501	1,025,501
TOTAL	**217,309,160**	**213,302,136**	**208,507,665**	**212,773,892**

Proposed Budget Assumptions
Expenditures

- Consumer Price Index – CPI

2023-24	2024-25	2025-26	2026-27
3.33%	3.10%	2.86%	2.87%

- Step and Column increases
- Operational Site Budgets
- LCAP Plan
- STRS/PERS changes
- Burbank Teachers Association
  - 1% off schedule compensation
  - 7% Raise with Retroactive pay for 2023-24 in the 2024-25 proposed budget
- One-time funding expenditure plans

2024-25 Proposed Adopted Budget

General Fund Expenditures

Unrestricted and Restricted Combined	2023-24 Estimated Actuals	2024-25 Proposed Budget	2025-26 Projected Budget	2026-27 Projected Budget
Certificated Salaries	94,400,185	85,529,808	86,496,295	87,473,703
Classified Salaries	37,303,634	40,070,958	40,499,717	40,933,064
Benefits	48,808,724	50,350,979	51,089,607	52,300,576
Books and Supplies	6,009,779	10,133,767	8,921,647	9,813,812
Services	32,202,399	34,924,301	31,061,930	34,168,123
Capital Outlay	1,094,729	980,923	0	0
Other Outgo	3,143,076	1,450,579	2,491,704	2,616,289
Other Adjustments	-869,509	-773,412	-1,096,765	-1,151,603
TOTAL	**222,093,017**	**222,667,903**	**219,464,136**	**226,153,964**

Contributions & Transfers In/Out

	2023-24	2024-25	2025-26	2026-27
Special Education	(31,636,994)	(35,028,005)	(29,660,244)	(32,458,127)
Routine Restricted Maintenance	(6,988,197)	(7,019,845)	(6,554,934)	(6,638,343)
District Rental	171,611	275,556	293,000	293,000
TOTALS	**(38,453,580)**	**(41,772,294)**	**(35,922,178)**	**(38,803,470)**

	2023-24	2024-25	2025-26	2026-27
Fund 12 – Child Development Fund	331,026	65,000	65,000	65,000

Ending Fund Balance in Excess of Reserve for Economic Uncertainties (REU)

Per Ed Code Section 42127(a)(2)(B) Districts must provide information at a public hearing prior to budget adoption on all balances assigned and unassigned in excess of the minimum recommended reserve for economic uncertainties (REU)

Reserve Cap

- Senate Bill (SB) 751 (Hill, Statues of 2017) sets the threshold for triggering the cap on district reserves and the limits of how much school districts can maintain in their local reserves
- SB 751 caps district reserves at 10% using assigned/unassigned ending balance of General and Special Reserve For Other Than Capital Outlay Funds
- To stay under the 10% cap, the Board will need to adopt a resolution to commit fund balance to specific purposes; staff recommendation:
- Committed to the costs of negotiated on and off-schedule salary increases
- Cost of an $1,000 increase to the health and welfare cap

Multiyear Projection

Description	Object Code	Estimated Actuals 2023-24			Adopted Budget 2024-25		
A. Revenues		Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
LCFF Sources	8010-8099	$169,910,746	$0	$169,910,746	$167,202,935	$0	$167,202,935
Federal Revenue	8100-8299	$0	$6,784,075	$6,784,075	$0	$6,569,291	$6,569,291
Other State Revenues	8300-8599	$5,874,527	$30,253,606	$36,128,133	$5,957,390	$32,576,211	$38,533,601
Other Local Revenues	8600-8799	$1,964,221	$2,521,985	$4,486,206	$0	$996,309	$996,309
Total Revenue		**$177,749,494**	**$39,559,666**	**$217,309,160**	**$173,160,325**	**$40,141,811**	**$213,302,136**
B. Expenditures							
Certificated Salaries	1000-1999	$74,880,517	$19,519,668	$94,400,185	$67,062,696	$18,467,112	$85,529,808
Classified Salaries	2000-2999	$20,873,682	$16,429,952	$37,303,634	$20,850,234	$19,220,724	$40,070,958
Employee Benefits	3000-3999	$34,989,125	$13,819,599	$48,808,724	$34,633,825	$15,717,154	$50,350,979
Books and Supplies	4000-4999	$1,244,922	$4,764,857	$6,009,779	$1,371,844	$8,761,923	$10,133,767
Services and Other Operating Expenditures	5000-5999	$10,102,950	$22,099,449	$32,202,399	$12,948,045	$21,976,256	$34,924,301
Capital Outlay/Depreciation	6000-6999	$423,720	$671,010	$1,094,729	$9,032	$971,891	$980,923
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	$1,266,127	$1,876,950	$3,143,076	$1,450,579	$0	$1,450,579
Other Outgo - Transfers of Indirect Costs	7300-7399	-$2,638,337	$1,768,828	-$869,509	-$1,971,798	$1,198,386	-$773,412
Total Expenditures		**$141,142,705**	**$80,950,312**	**$222,093,017**	**$136,354,457**	**$86,313,446**	**$222,667,903**
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		$36,606,789	-$41,390,646	-$4,783,857	$36,805,868	-$46,171,635	-$9,365,767

Note: Columns may not add up due to rounding

Challenges

- The economy is facing significant headwinds and is entering turbulent territory
- Many factors pose significant risk to the economy, the State Budget, and the long-term forecast

- Staffing challenges continue, leaving the District with many unfilled positions

Burbank Unified School District
Educational Protection Account (EPA)
Spending Plan
2024-25

EPA Spending Plan
2024-25

- Educational Protection Account is an accumulation of new revenues generated by Proposition 30
- The District must have the Board of Education approve a Resolution for LA County of Education outlining our spending plan
- The EPA funds are part of the LCFF funding formula which is estimated to be **$26,755,780** for 2024-25 Fiscal Year
- The District plans to spend 100% on Certificated teacher salaries and related benefits
- Revenue and Expenditures must be posted on the District website
- The EPA must be audited by our external auditors

Thank you!

Feel free to reach out if you have any questions.

Phone Number
818-729-4473

Email Address
andrewcantwell@burbankusd.org

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Educational Services Robyn Anders, Director of Instructional Technology & Accountability
PREPARED BY:	Robyn Anders, Director of Instructional Technology & Accountability
SUBMITTED BY:	Glenda Diaz Nolasco, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	First Reading of the 2024-2025 Burbank Unified School District Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Background:

In 2013, the Governor of California proposed full funding flexibility for local school districts called the Local Control Funding Formula (LCFF). Prior to LCFF, California schools were funded through the Revenue Limit System. Revenue limits were created in response to a lawsuit over inequities in funding per pupil based on the relative wealth of each school district. Under revenue limits, each district had a base revenue limit, which was a set dollar amount per pupil. A district's revenue limit entitlement was its base revenue limit multiplied by the number of students attending its schools. The number of students was measured by the district's average daily attendance (ADA). The revenue limit entitlement was funded by local property taxes and state aid. A percentage of the property tax revenue generated by real property located within a district was assigned to the district; state aid made up the difference between a district's entitlement and its property tax revenue. If a district's property tax revenue exceeded its entitlement, it retained these "excess taxes". The sum of the entitlement and any excess taxes were a district's revenue limit funds.

LCFF requires school district stakeholders to develop a Local Control and Accountability Plan (LCAP) to spend the supplemental grant, concentration grant, and base grant funding. Supplemental grant funding and concentration grant can be used for targeted programs for high-need students or by running school-wide or district-wide programs that can serve additional students as well. The LCAP shall be used to provide details regarding the actions and expenditures to support pupil outcomes and overall performance pursuant to Education Codes 52060, 52062, 52066, 47605, 47605.5, and 47606.5. The LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup defined in Education Code section 52052. The district must adopt a three-year plan and update it annually according to the data results.

The LCAP is a comprehensive planning tool. Each LCAP goal must be aligned to one or more of the eight state priorities. The eight state priorities are as follows: Student Engagement, Other Student Outcomes, Parental Involvement, Access to a Broad Curriculum, Common Core State Standards, Basic Services, School Climate, and Student Achievement. There are three sections to the LCAP and each section contains guiding questions that must be addressed, as well. The three LCAP sections are Stakeholder Engagement, Goals and Progress Indicators, and Actions, Services, and Expenditures.

District-Wide Goals for 2022-2023:

1. Students will be career/college-ready via high-quality instruction.
2. Students will be physically, emotionally, and mentally healthy.
3. Recruit and retain highly qualified employees.
4. Maintain Efficient and effective operations.

Discussion/Issues:

The Burbank Unified School District's LCAP document has been the result of several months of stakeholder input, review of performance metrics, and program data. There have been seven LCAP Advisory Committee meetings throughout the school year, and progress on the Plan has been discussed at several Board of Education meetings. On May 14, 2024, the Board of Education held a Town Hall Meeting, to provide further community input, review current LCAP Base Grant and Supplemental Grant programs, and discuss programs proposed for the 2024-2025 LCAP.

On June 6, 2024, the Burbank Unified School District LCAP will be submitted for a first reading, as required by Education Code. The District's goal is to have the Board of Education adopt the LCAP on June 20, 2024. The BUSD LCAP will then be submitted to the Los Angeles County Office of Education for approval.

Fiscal Impact:

The fiscal impact on the district will be determined as district goals and school site goals are drafted. The fiscal impact will not exceed the amount budgeted under LCFF or the supplemental grant funding BUSD receives.

Recommendation:

Peter Knapik, Assistant Superintendent, Educational Services, and Robyn Anders, Director of Instructional Technology & Accountability, will report on the 2024-2025 Burbank Unified School District's Local Control and Accountability Plan (LCAP), as presented.

LCFF Budget Overview for Parents

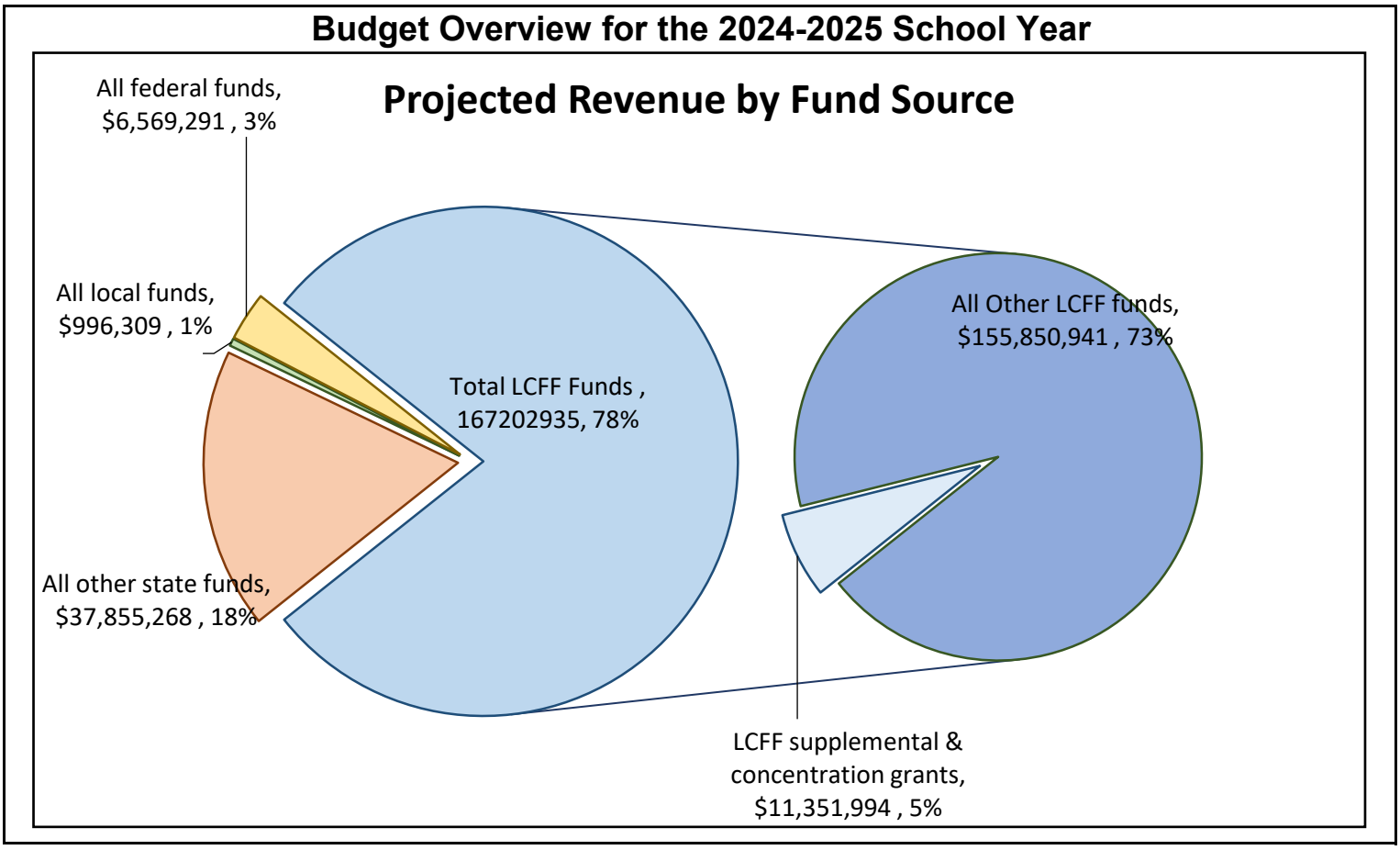
Local Educational Agency (LEA) Name: Burbank Unified School District

CDS Code: 19643370000000

School Year: 2024-2025

LEA contact information: Robyn AndersDirector of Inst. Tech. and Accountability

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

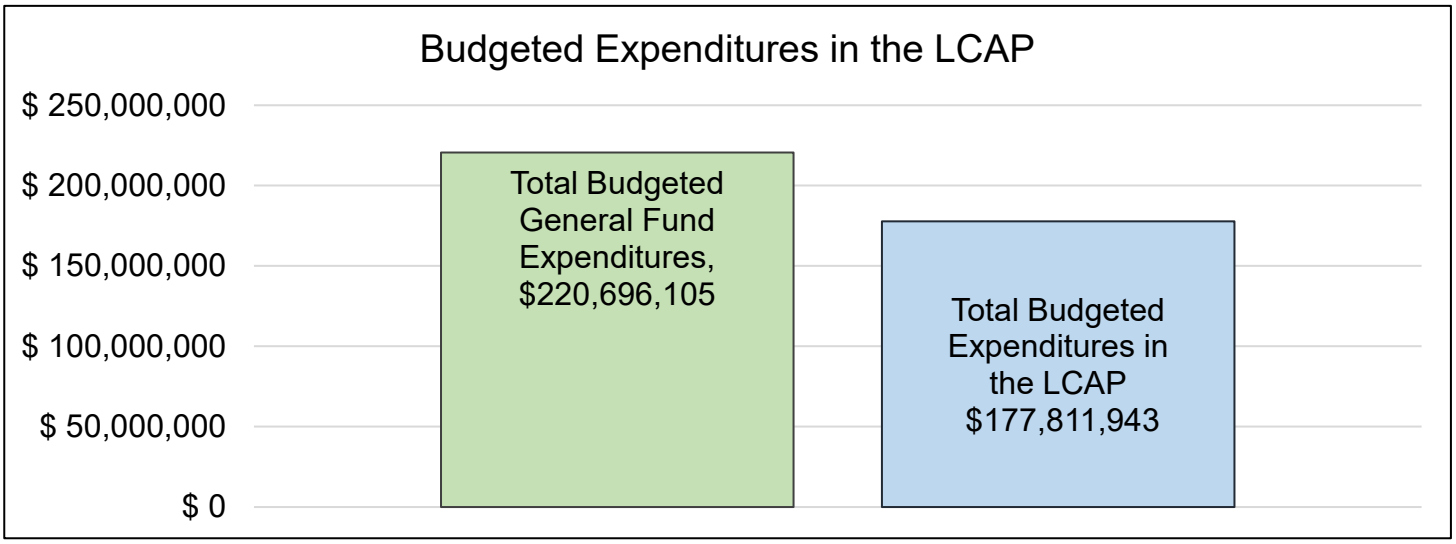


This chart shows the total general purpose revenue Burbank Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Burbank Unified School District is $212,623,803.00, of which $167,202,935.00 is Local Control Funding Formula (LCFF), $37,855,268.00 is other state funds, $996,309.00 is local funds, and $6,569,291.00 is federal funds. Of the $167,202,935.00 in LCFF Funds, $11,351,994.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Burbank Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Burbank Unified School District plans to spend $220,696,105.00 for the 2024-2025 school year. Of that amount, $177,811,943.00 is tied to actions/services in the LCAP and $42,884,162.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

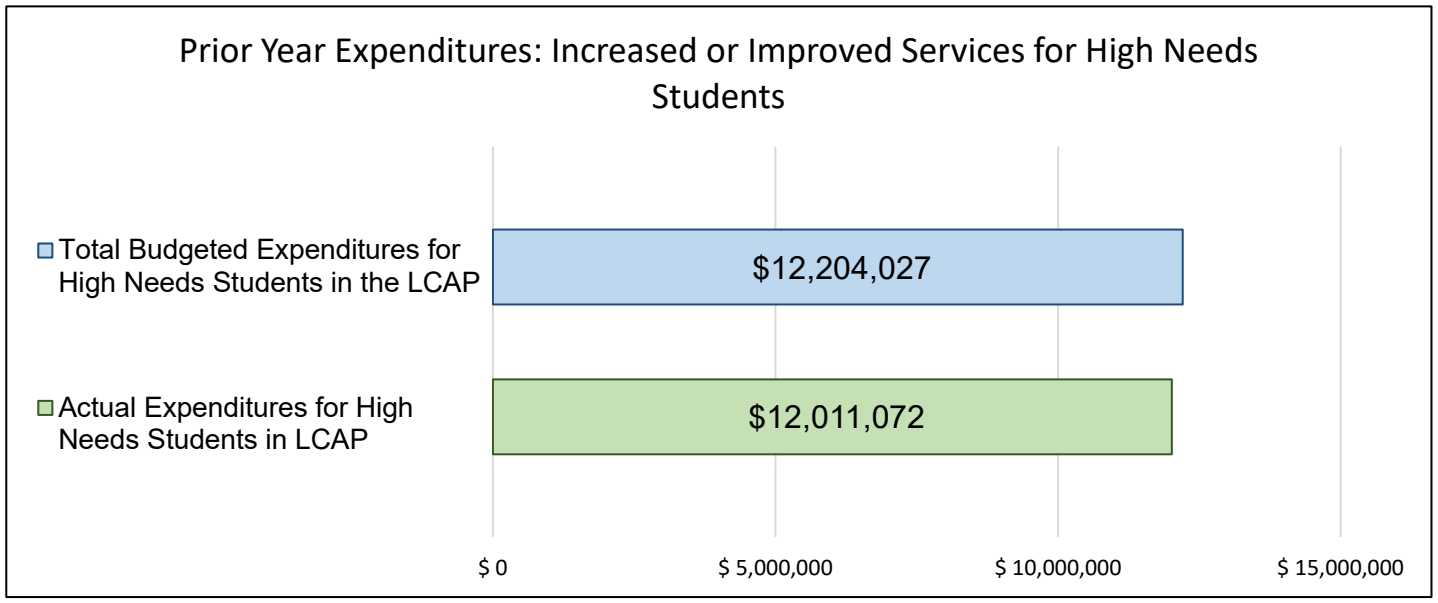
General Fund Budget Expenditures not in included in the LCAP will be primarily used for personnel costs including benefits and retirement contributions. Facility and Maintenance Operations staff, including custodians to provide a clean, safe, and secure learning environment for all students is anticipated to cost $7,395358. Certificated Personnel and Administrative Costs at the District and Site Level is anticipated to cost $116,732,680.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Burbank Unified School District is projecting it will receive $11,351,994.00 based on the enrollment of foster youth, English learner, and low-income students. Burbank Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Burbank Unified School District plans to spend $12,201,496.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Burbank Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Burbank Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Burbank Unified School District's LCAP budgeted $12,204,027.00 for planned actions to increase or improve services for high needs students. Burbank Unified School District actually spent $12,011,072.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $192,955.00 had the following impact on Burbank Unified School District's ability to increase or improve services for high needs students:

Total 2023-2024 expenditures for actions and services to increase or improve services for high needs students was lower than budgeted due to unfilled positions, leaves, or other cost savings in personnel due to position which remained open or vacant for an extended amount of time. In most cases, qualified personnel were not available to fill positions. Additionally, other grant funding was identified in some cases as well.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burbank Unified	Robyn Anders Director of Instructional Technology & Accountability	robynanders@burbankusd.org 8187294517

Goals and Actions

Goal

Goal #	Description
1	Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2020-21 school year. (Instructional Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of English Learners Exceeding or Meeting Standards on English Language Arts CAASPP will increase by 2%	In 2018-2019, 25.54% of English Learners scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-	In 2021-2022, 20.28% of English Learners scored Exceeds or Meets Standards on the ELA CAASPP	In 2202-20223, 13.41% of English Learners scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of English Learners scoring Exceeds or Meets Expectations on the English Language Arts CAASPP

		2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.			
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 52.41% of Socioeconomically Disadvantaged students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 47.15% of Socioeconomically Disadvantaged students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2202-20223, 47.15% of Socioeconomically Disadvantaged scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged students who score Exceeds or Meets Standards on English Language Arts CAASPP
Percent of Homeless Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2% (subgroup count 127 students experiencing homelessness; 0.0086%)	In 2018-2019, 44.27% of Homeless Students scored Exceeds or Meets Standards on the English Language Arts CAASPP (subgroup count 127 students experiencing homelessness; 0.0086%)	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 36.00% of Homeless Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2022-2023, 42.86% of Homeless Students scored Exceeds or Meets Standards on the ELA CAASPP	Increase by 2% the percent of Homeless Students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP
Percent of Foster Students Exceeding and Meeting Standards on the English Language Arts CAASAPP will increase by 2% (subgroup count 21 foster youth; 0.0014%)	In 2018-2019, NA% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP (subgroup count 21 foster youth; 0.0014%)	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 25.00% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2022-2023, NA% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Foster students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP
Percent of Students with Disabilities Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 26.01% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2018-2019, 25.67% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2022-2023, 27.31% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Students with Disabilities who exceed or meet standards on the English Language Arts CAASPP
Percent of Hispanic students Exceeding or Meeting Standards	In 2018-2019, 40.56% of Hispanic students scored Exceeds or Meets	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable.	In 2021-2022, 46.99% of Hispanic students scored Exceeds or Meets	In 2022-2023, 47.49% of Hispanic students scored Exceeds or Meets Standards	Increase by 2% the percent of Hispanic students who meet Exceed or Meet

on the English Language Arts CAASPP will increase by 2%	Standards on the English Language Arts CAASPP	The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	Standards on the English Language Arts CAASPP	on the English Language Arts CAASPP	Standards on the English Language Arts CAASPP
Percent of GATE students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 96.5% of GATE students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 93.3% of GATE students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2022-2023, 93.8% of GATE students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of GATE students who Exceed or Meet Standards on the English Language Arts CAASPP
Percent of English Learners who score Exceed and Meet Standards of the Math CAASPP will increase by 2%	In 2018-2019, 23.39% of English Learner students scored Exceed and Meet Standards of the Math CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 21.34% of English Learner students scored Exceed and Meet Standards on the Math CAASPP	In 2022-2023, 15.14% of English Learner students scored Exceed and Meet Standards of the Math CAASPP	Increase by 2% the percent of English Learners who Exceed or Meet Standards on the Math CAASPP
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP will increase by 2%	In 2018-2019, 37.50% of Socioeconomically Disadvantaged Students scored Exceeds or Meets Standards on the Math CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 34.44% of Socioeconomically Disadvantaged Students scored Exceeds or Meets Standards on the Math CAASPP	In 2022-2023, 32.74% of Socioeconomically Disadvantaged Students scored Exceeds or Meets Standards on the Math CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP
Percent of Homeless Students Exceeding or Meeting Standards on the Mathematics CAASPP will increase by 2% (subgroup count 127 students experiencing homelessness; 0.0086%)	In 2018-2019, 19.67% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP (subgroup count 127 students experiencing homelessness; 0.0086%)	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 16.00% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2022-2023, 28.58% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Homeless students Exceeding or Meeting Standards on the Mathematics CAASPP
Percent of Foster	In 2018-2019, NA% of	In 2020-2021, data for the	In 2021-2022, 6.25% of	In 2022-2023, NA% of Foster	Increase by 2% the percent

Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2% (subgroup count 21 foster youth; 0.0014%)	Foster Students scored Exceeds or Meets Standards on the Mathematics CAASPP (subgroup count 21 foster youth; 0.0014%)	CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	Foster Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Students scored Exceeds or Meets Standards on the Mathematics CAASPP	of Foster Students scoring Exceeds or Meets Expectations on the Mathematics CAASPP
Percent of Students with Disabilities that Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 17.44% of Students with Disabilities scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 17.11% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP	In 2022-2023, 19.06% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP	Increase by 2% the percent of Students with Disabilities who exceed or meet standards on the Mathematics CAASPP
Percent of Hispanic students who Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 35.99% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 29.88% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2022-2023 30.18% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Hispanic students who meet Exceed or Meet Standards on the Mathematics CAASPP
Percent of GATE students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 94.4% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 90.8% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2022-2023, 91.4% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of GATE students who Exceed or Meet Standards on the Mathematics CAASPP
Percent of All Students who score Exceeds or Meet Standards on the English Language Arts CAASPP	In 2018-2019, 64.94% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year	In 2021-2022, 58.88% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	In 2022-2023, 58.43% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the English Language Arts CAASPP

		2 outcome.			
Percent of All Students who score Exceeds ort Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 51.19% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.	In 2021-2022, 45.78% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP	In 2022-2023, 44.40% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the Mathematics CAASPP
Percent of English Learners making progress towards English language proficiency as reported on the California Dashboard	In 2019-2020, 56.5% of English Learners making progress towards English language proficiency as reported on the California Dashboard	Data for this metric has not been available on the California Dashboard since the baseline was set in 2019-2020.	In 2021-2022, 54.2% of English Learners making progress towards English language proficiency as reported on the California Dashboard	In 2022-2023, 57.7% of English Learners making progress towards English language proficiency as reported on the California Dashboard	Increase by 2% the percent of English Learners making Progress on the ELPAC
Percent of English Learners being reclassified as determined by the Reclassification Rate will meet or exceed previous annual rate or at least pass the State reclassification rate	In 2018-2019, 18.8% of English Learners were reclassified	In 2020-2021, 10.6% of ELs were reclassified	In 2021-2022, 17.3% of English Learners were reclassified. This is no longer calculated by the state.	In 2022-2023, 20.7% of English Learners were reclassified. This is no longer calculated by the state.	Maintain or increase by 2% the reclassification rate of English Learners or exceed the State's reclassification rate
Percent of fully credential teachers in grades Transitional Kindergarten through Grade 12 will be maintained	In 2020-2021, 100% of teachers are fully credentialed per teaching assignment in grades Transitional Kindergarten through Grade 12	In 2021-2022, BUSD anticipates having 25 teacher mis-assignments based on initial reporting in a new reporting system and requirements. Official results are still pending from CDE with new reporting system.	In 2022-2023, 100% of teachers are fully credentialed per teaching assignment in grades Transitional Kindergarten through Grade 12	In 2022-2023, BUSD anticipates having 42 Out-of-Field Teacher (Local Assignment Approval by Board), 5 Ineffective Teacher (emergency permit, waiver), 29 Inexperienced Teacher (2 years or less)	Maintain 100% of teachers who are fully credentialed per teaching assignment
Graduation Rate for All Students will increase by 2%	In 2018-2019, 92.3% of All Students were graduated from high school	In 2020-21, 92.2% of BUSD Students graduated from high school	In 2021-2022, 96.2% of BUSD students graduated from high school	In 2022-2023 93.2% of All Students were graduated from high school	Increase by 2% the percent of All Students who are graduated from high school
Graduation Rate of English Learners will increase by 2%	In 2018-2019, 86.5% of English Learners were graduated from high school	In 2020-21, 83.8% of ELs graduated from high school.	In 2021-22, 89.2% of ELS graduated from high school	In 2022-2023, 80.6% of English Learners were graduated from high school	Increase by 2% the percent of English Learners who are graduated from high school
Graduation Rate of	In 2018-2019, 90.7% of	In 2020-21, 89.6% of SED	In 2021-22, 95.3% of SED	In 2022-2023, 91.0% of	Increase by 2% the percent

Socio-economically Disadvantaged Students will increase by 2%	Socio-economically Disadvantaged Students were graduated from high school	students graduated from high school.	students graduated from high school	Socio-economically Disadvantaged Students were graduated from high school	of Socio-economically Disadvantaged Students who are graduated from high school
Graduation Rate for Homeless Students will increase by 2%	In 2018-2019, 88.9% of Homeless Students were graduated from high school	In 2020-21, 100% of Homeless students graduated from high school	In 2021-22, 94.4% of Homeless students graduated from high school	In 2022-2023, 90.9% of Homeless Students were graduated from high school	Increase by 2% the percent of Homeless Students who are graduated from high school
Graduation Rate for Foster Youth will increase by 2%	In 2018-2019, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2020-21, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2021-22, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2022-2023 NA% of Foster Youth were graduated from high school (Subgroup too small to report)	Increase by 2% the percent of Foster Youth who are graduated from high school
Graduation Rate for Students with Disabilities will increase by 2%	In 2018-2019, 85.6% of Students with Disabilities were graduated from high school	In 2020-21, 79.1% of SWDs graduated from high school	In 2021-22, 91.5% of SWDs graduated from high school	In 2022-2023, 88.3% of Students with Disabilities were graduated from high school	Increase by 2% the percent of Students with Disabilities who are graduated from high school
Graduation Rate for Hispanic Students will increase by 2%	In 2018-2019, 89.5% of Hispanic Students were graduated from high school	In 2020-21, 88.7% of ELs graduated from high school	In 2021-22, 96.5% of Hispanic students graduated from high school	In 2022-2023, 94.0% of Hispanic Students were graduated from high school	Increase by 2% the percent of Hispanic Students who are graduated from high school
Percent of "D" and "F" Grade Rate in Middle School and High School will decrease by 2%	Spring 2019 - 8.50% of middle school students earned a "D" or "F" Fall 2019 - 8.05% of middle school students earned a "D" or "F" Spring 2019 - 12.10% of high school students earned a "D" or "F" Fall 2019 - 11.23% of high school students earned a "D" or "F"	Fall of 2021 - 7.7% of middle school students earned a "D" or "F" Spring of 2022 - 8.7% of middle school students earned a "D" or "F" Fall of 2021 - 11.7% of high school students earned a "D" of "F" Spring of 2022 - 13% of high school students earned a "D" of "F"	Fall of 2022 - 8.4% of middle school students earned a "D" or "F" Spring of 2023 - 8.86% of middle school students earned a "D" or "F" Fall of 2022 - 13.6% of high school students earned a "D" of "F" Spring of 2023 - 12.55% of high school students earned a "D" of "F"	Fall of 2023 - 7.7% of middle school students earned a "D" or "F" Spring of 2024 - 8.14% of middle school students earned a "D" or "F" Fall of 2023 - 11.2% of high school students earned a "D" or "F" Spring of 2024 - 12.05% of high school students earned a "D" or "F"	Decrease by 5% the percent of middle school and high school students who earn a "D" or "F" grades in Spring and Fall
Drop-Out Rate will decrease for High School students annually.	In 2017-2018, the Drop-Out Rate was 2% (CDE no longer calculates the drop out rate; however, the District will calculate)	In 2020-21, the drop-out rate was 2%	In 2021-22, the dropout rate was 2.38%	In 2022-2023, the Drop- Out Rate was 1.4% (CDE no longer calculates the dropout rate)	Decrease by 2% the percent of students who Drop-Out
Percentage of students on the Early Assessment Program scoring Prepared and Approaching Prepared will	Prepared: 67.6% Approaching Prepared: 13.6% Not Prepared: 18.8%	In 2020-2021, data for the CAASPP Assessment was unreliable/unavailable. The CAASPP Assessment was successfully administered in 2021-	Spring of 2022 - Prepared: 66.0% Approaching Prepared: 20.0% Not Prepared: 14.1%	Prepared: 65.23% Approaching Prepared: 19.58% Not Prepared: 15.19%	Increase by 3% the percent of students who are Prepared on the Early Assessment Program (EAP)

increase by 2% annually until the students reach the highest level of performance		2022 and data will be reported on this metric for the 2021-2022 in the year 2 outcome.			
Percentage of students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest level of performance.	In 2018-2019, 49.2% of high school students met A-G completion rate	In 2020-2021, 45.2% of high school students met A-G completion Rate as measured by the CA dashboard. I reporting error was identified and 49.6% is the actual percentage of A-G completion rate using local data.	In 2021-2022, 50.0% of high school students met A-G completion requirements	In 2022-2023 48.0% of high school students met A-G completion rate	Increase by 5% the percent of high school students who meet A-G requirements
Percentage of Secondary Student Credit Recovery Rate will increase by 2% annually	In 2018-2019, the "Traditional" recovery rate of students was 84% In 2019-2019, the "Online" recovery rate of students was 70%	In 2020-2021, the recovery rate of students was 69.5% (235 more students than in 2019 - Summer School)	In 2021-2022, the "Traditional" recovery rate of students was 93.0% Online credit recovery was not offered	In 2022-2023, the "Traditional" recovery rate of students was 92.8% In 2022-2023, online credit recovery was not offered.	Increase by 5% the percent of students who recover credits towards graduation either through traditional or online methods
Percent of Advanced Placement (AP) Examination Passing Rate with a "3" or better will increase by 2% annually until students reach the highest performance level	In 2018-2019, 69.3% of students on average pass the Advanced Placement Examination with a "3" or better	In 2020-2021, 61% of students on average pass the Advanced Placement Examination with a “3” or better	In 2021-2022, 79.4% of students on average pass the Advanced Placement Examination with a “3” or better	In 2022-2023, 76.8% of students on average pass the Advanced Placement Examination with a "3" or better	Increase on average by 5% the percent of students who pass the Advanced Placement Examination with a "3" or better
Percent of Student Expulsions from the District will reduce/maintain at 0% expelled	In 2020-2021, no students were expelled from the District	In 2021-2022, no students were expelled from the District	In 2021-2022, no students were expelled from the District	In 2022-2023, no students were expelled from the District	The percent of students expelled from the District will be 0%
100% Compliance with the Williams Act Instructional Materials Requirement	100% Compliance with the Williams Act Instructional Materials Requirement in 2020-2021	100% Compliance with the Williams Act Instructional Materials Requirement in 2021-2022	100% Compliance with the Williams Act Instructional Materials Requirement in Fall of 2022	100% Compliance with the Williams Act Instructional Materials Requirement in 2022-2023	100% Compliance with the Williams Act Instructional Materials Requirement
Parent Participation in Decision Making Groups: DELAC, LCAP Advisory Group, PTA Council	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation in 2020-2021	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation in 2021-2022	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation Fall of 2022	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation

Meetings					
Percent of students proficient in English Langauge Arts as Measured by District Assessment will increase by at least 2% annually	Elementary baseline is 51% proficient in English Langauge Arts Secondary baseline is 54% proficient in English Langauge Arts	In 2021-2022, 68% of Elementary students scored proficient on the I-Ready end-of-year reading assessment. In 2021-2022, 52% of Middle School students scored proficient on the I-Ready end-of-year reading assessment. In 2021-2022, 63% of High School students scored proficient on the spring District Writing Prompt.	In 2022-2023, 66% of Elementary students scored proficient on the I-Ready end-of-year reading assessment. In 2022-2023, 52% of Middle School students scored proficient on the I-Ready end-of-year reading assessment. In 2022-2023, 61.5% of High School students scored proficient on the spring District Writing Prompt.	In 2023-2024, 66% of Elementary students scored proficient on the I-Ready end-of-year reading assessment. In 2023-2024, 50% of Middle School students scored proficient on the I-Ready end-of-year reading assessment. In 2023-2024, 57% of High School students scored proficient on the spring District Writing Prompt.	Elementary outcome is expected to be at 60% proficient in English Langauge Arts on District assessment Secondary outcome is expected to be at 64% proficient in English Langauge Arts on District assessment
Percent of students proficient in Mathematics as measured by District Assessment will increase by at least 2% annually	Elementary baseline is 42% proficient in Mathematics Secondary baseline is 44% proficient in Mathematics	In 2021-2022, 62% of Elementary students scored proficient on the I-Ready end-of-year math assessment. In 2021-2022, 45% of Middle School students scored proficient on the I-Ready end-of-year math assessment. In 2021-2022, 44% of High School students scored proficient on the spring Math District Benchmark Assessments.	In 2022-2023, 59% of Elementary students scored proficient on the I-Ready end-of-year math assessment. In 2022-2023, 43% of Middle School students scored proficient on the I-Ready end-of-year math assessment. In 2022-2023, 42.25% of High School students scored proficient on the spring Math District Benchmark Assessments.	In 2023-2024, 58% of Elementary students scored proficient on the I-Ready end-of-year math assessment. In 2023-2024, 43% of Middle School students scored proficient on the I-Ready end-of-year math assessment. In 2023-2024, 41.1% of High School students scored proficient on the spring Math District Benchmark Assessments.	Elementary outcome is expected to be at 52% proficient in Mathematics on District assessment Secondary outcome is expected to be at 54% proficient in Mathematics on District assessment
Percent of students college/career ready will increase annually by 2%	In 2018-2019, 67.7% of students were prepared as indicated in the GREEN Tier on the California Dashboard	In 2020-2021, data for this metric was unavailable on the CA Dashboard.	In 2021-2022, data for this metric was unavailable on the CA Dashboard.	In 2022-2023, 49.6% of students were prepared as indicated in the GREEN Tier on the California Dashboard	Increase by 2% of students who are college/career prepared
Percent of college/career students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest performance level.	In 2018-2019, 67.4% of college/career students met the A-G completion requirement.	In 2020-2021, data for this metric was unavailable on the CA Dashboard.	in 2021-2022, data for this metric was unavailable on the CA Dashboard. However, 48.8% of all students met the A-G completion requirement.	In 2022-2023, 85.9% of college/career students met the A-G completion requirement.	Increase by 2% annually, the percent of college/career students completing the A-G requirement
Access to a Broad Course of Student	In 2018-2019, the metric was met as reported by	In 2020-2021, the metric was met as reported by	In 2021-2022, the metric was met as reported by	In 2022-2023, the metric was met as reported by the	Continue to meet the Access to a Broad Course of Study

(Credit Recovery)	the District.	the District.	the District.	District.	as reported by the District annually for the California Dashboard
Access and Enrollment Local Measure	In 2018-2019, the District reported that the Access and Enrollment metric was met.	In 2020-2021, the District reported that the Access and Enrollment metric was met.	In 2021-2022, the District reported that the Access and Enrollment metric was met.	In 2022-2023, the District reported that the Access and Enrollment metric was met.	Continue to meet the Access and Enrollment metric as reported by the District
Adopted Course of Study	In 2018-2019, the District reported that the Adopted Course of Study metric was met.	In 2020-2021, the District reported that the Access and Enrollment metric was met.	In 2021-2022, the District reported that the Access and Enrollment metric was met.	In 2022-2023, the District reported that the Adopted Course of Study metric was met.	Continue to meet the Adopted Course of Study metric as reported by the District
Four Year Adjusted Cohort Graduation Rate	In 2019-20, the four year adjusted cohort graduation rate was reported as 91.6%	In 2020-2021, the four year adjusted cohort graduation rate was reported as 92.2%	In 2021-2022, the four year adjusted cohort graduation rate was reported as 96.2%	In 2022-2023, the four year adjusted cohort graduation rate was reported as 93.2%	Continue to increase the four year adjusted cohort graduation rate by 2% annually
Percent of Students with Disabilities identified through the California Dashboard as two or more levels below/above the general population in Burbank Unified in the area of Pupil Achievement.	In the 2022 CA Dashboard, Students with Disabilities were identified as having an Achievement Rate of -73.6 distance from standard (DFS) in English Language Arts and -114.4 DFS in Math.	NA - Metric not in place	In the 2022 CA Dashboard, Students with Disabilities were identified as having an Achievement Rate of -73.6 distance from standard (DFS) in English Language Arts and -114.4 DFS in Math.	In 2022-2023, the District reported that the Access and Enrollment metric was met.	The desired outcome is is to decrease the chronic absenteeism rate to be one level below or equal to the level of all students in BUSD. If this metric is no longer reported in this manner, BUSD desires this metric to decrease by 5 points in ELA and 10 points in Math.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2023-2024, adjustments needed to be made to this goal's actions based on staffing and the reallocation of funding for a few specific action items. Specific positions in the LCAP remained vacant as we were not able to recruit or identify qualified staff to fill openings. This was particularly true for highly competitive positions in the state such as instructional aides. The result was a discrepancy in budgeted amounts for personnel in some instances. Some positions remained vacant at some school sites until qualified candidates could be found to fill the position. Those situations included ELD Instructional Assistants and long-term substitutes in certain teaching positions. At the same time, specific vacancies were sometimes filled with candidates who were highly qualified and created an increase in salary/benefits because of their placement on the salary scale. Positions impacted by this scenario include Curriculum Specialists, Psychologists, and Elementary Intervention Specialists. Additional costs were added in the school year as bargaining units negotiated salary increases in the form of retroactive pay and/or increased benefits which were applied to the current school year budget. Thus, an increase in our actuals to close the 2023-24 budget.

During the 2023-24 school year, an immediate need that was identified was the need to increase funding to an existing action item due to increased

enrollment of students who needed additional ELD services. This resulted in an increase in expenditures for the following: Elementary ELD Specialists and Secondary Designated ELD Sections. In addition to the above changes in plans. Actions specific to Goal 1 that were not funded because of grant funds or other monies included Child Care State Preschool and Extended Learning Opportunities, all other items were implemented according to planned actions and their descriptions. Throughout the 2023-2024 school year specific action items were identified for an increase in funding because of demand. These actions are being considered for supplemental carry-over funds and they include Elementary ELD Specialists, Dual Immersion Instructional Assistants, Psychologists at Title I Schools, and an increase in our base ELD Programs.

In total, 26 of 31 action items were implemented as planned with minor adjustments based on vacancies, salary adjustments, and/or increased participation in the program.

One of the five items that was not budgeted through supplemental funds was due to other more restrictive funds being more appropriate to fund the item. The action was still implemented as planned but used ELOP to fund action item 9: Secondary Summer School – Extended Learning for English Learners.

Two of the five items were not budgeted in supplemental because they were previous action items from prior years and it was determined they would not be budgeted for in LCAP prior to 24-25 and would be funded by other funding sources in the 24-25 school year. These include item 2: Extended Transitional Kindergarten and item 10: Preschool Partial Cost of Teacher and Instructional Aides.

Lastly, two of the five items not implemented were items from previous years that were determined ineffective or no longer necessary to provide the service. These were not budgeted for in 24-25 nor where they planned to be implemented and they are item 21: Professional Development Teacher on Special Assignment and item 30: Secondary Summer School Stipend for Credit Recovery.

A thorough review of our metrics, state dashboard, and local metrics and indicators identifies growth in some areas whereas we did not meet the majority of our academic performance metrics related to CAASPP English and Math proficiency. BUSD identifies the performance in ELA and Math as an area for growth but also recognizes the context in which students were learning throughout the three-year plan. The disruption of the pandemic and subsequent year in distance learning contributed to unforeseen circumstances that made it increasingly challenging to meet our academic metrics. An area of growth in academic performance was our Hispanic students who met their growth target in English Language Arts. Students with Disabilities showed growth in both English and Math but did not hit their target in our metric. The other common metric in goal one is our graduation rate as it improved but not enough to meet the identified growth target except for the subgroups of Students with Disabilities and Hispanic students. BUSD met our metrics measuring our progress in meeting local indicators on the state dashboard as well as other metrics including AP Pass rate and Drop-out Rates.

Ultimately, BUSD recognizes the challenges we've faced in the last three years and has determined many of our action items and progress toward meeting our first goal need more time and incremental adjustments to fully measure the successes or ineffectiveness of our action items. Having said that, we are always looking to improve our practices by providing new professional development and training that addresses the immediate needs of our students and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2023-2024 school year grants and funding opportunities continued to be available for specific actions listed in BUSD's LCAP. In accordance with our district goals and LCAP plan funding and grants were used in a manner consistent with many of the actions in our LCAP. The result is supplemental funds derived from LCFF funding were either not used or used to absorb increases in cost in other actions. Actions specific to Goal 1 that were not funded because of grant funds or other monies specific to action 2: Extended Transitional Kindergarten, action 9: Secondary Summer School – Extended Learning for English Learners, Action 10: Preschool Partial Cost of Teacher and Instructional Aides (one preschool classroom 1 teacher 1 aide). Action 21: Secondary Summer School Stipends, was not budgeted for an was not an action planned for implementation in 23-24.

Additionally, costs associated with many of the actions increased or decreased due to changes in personnel and the subsequent increase in salary or vacancies experienced during the 2023-2024 school year. However, the most significant increase in cost is due to retroactive pay and benefits that were negotiated during the school year.

Differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions identified for Improved Services

Goal	Action	Action Description	23-24 Initial Budget	23-24 Estimated Actuals	Material Difference
1	1	Elementary Class Size Reduction Grades 4 and 5	$228,508	$221,374	$7,133.64
1	2	Extended Transitional Kindergarten	$0	$0	$0.00
1	3	Elementary ELD Specialists	$390,697	$550,259	($159,562.35)
1	4	Elementary ELD Instructional Assistants	$481,389	$427,821	$53,568.18
1	5	Dual Immersion Teacher Cost Share	$610,891	$625,451	($14,559.85)
1	6	Dual Immersion Instructional Assistants	$121,172	$155,513	($34,340.83)
1	7	Secondary Designated ELD Teachers	$794,908	$845,446	($50,537.86)
1	8	Interpreters for Second Language Learner Parents	$65,000	$50,634	$14,366.04
1	9	Secondary Summer School - Extended Learning for Eng ...	$52,000	$0	($52,000.00)
1	10	Preschool Partial Cost of Teacher and Instructional A	$0	$0	$0.00
1	11	Professional Development Day Costs for All Teachers ...	$1,000,000	$1,000,000	$0.00
1	12	Induction Professional Development Teacher on Speci ...	$25,428	$24,217	$1,210.64
1	13	Peer Assistance and Review Teacher on Special Assig ...	$28,177	$30,338	($2,161.10)
1	14	Elementary Response to Intervention for Reading/La ...	$500,839	$464,523	$36,315.55
1	15	Middle School School Psychologist (2.0 FTEs)	$330,098	$408,142	($78,043.70)
1	16	Teacher Support and Professional Development for In ...	$27,040	$26,734	$305.75
1	17	Behavior Specialists (2.0 FTEs)	$175,218	$193,075	($17,856.90)
1	18	English Learner Program, Supplemental Supports	$1,442,578	$1,351,888	$90,689.85
1	19	Full Time Curriculum Specialists for all elementary sch ...	$1,513,911	$1,646,136	($132,225.26)
1	20	Library Coordinators at Elementary Schools	$383,100	$386,600	($3,500.08)
1	21	Professional Development Teacher on Special Assign ...	$0	$0	$0.00
1	28	Targeted support for at-promise students who are in th ...	$5,000	$2,600	$2,400.00
		Goal 1 SUBTOTAL	**$8,175,954**	**$8,410,752**	**($286,798)**

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The The action items supporting goal one of our LCAP focus are primarily focused on support for English Language Learners and providing interventions as well as good first instruction in our primary grades. Action items associated with these efforts to provide interventions have included and will continue to include: Full-Time Curriculum Specialists for all Elementary Schools, Elementary Response to Intervention for Reading/Language Arts & Math, and Elementary Class Size Reduction in Grades 4 & 5. Action items associated with supporting English Language Development (ELD) include ELD Specialists, ELD Instructional Aides, Secondary Designated ELD Sections, Interpreters, and our ELD program funding.
In 2023-2024 BUSD identified the 26 of the 31 actions that were funded through supplemental budget or other funds to be effective in addressing the desired outcomes of goal one. Being able to meet the majority of instructional metrics was a success given the obstacles and challenges that transpired over the past

three years which included a pandemic and 12+ months in distance learning. Many of our goal one actions proved to be effective in addressing the changing instructional models and addressing any deficits in student knowledge as they returned to in-person. All of these action items allowed BUSD to maintain or show growth in academic areas that would have otherwise decreased further without these programs, services, and staff. Lastly, while we did not meet all of our metrics, we believe we succeeded in maintaining high academic performance which is a success in its own with based on the challenges over the course of the three-year LCAP. The following outlines challenges, areas where demand increased, and two items that will not be continued based on participation below what we had planned and hoped for.

One of the five items that was identified as effective was due to other more restrictive funds being more appropriate to fund the item. The action was still implemented as planned but used ELOP to fund action item 9: Secondary Summer School – Extended Learning for English Learners.

Additionally, two of the five items were not identified as effective because they were previous action items from prior years and it was determined they would not be budgeted for in LCAP prior to 24-25 and would be funded by other funding sources in the 24-25 school year. These include item 2: Extended Transitional Kindergarten and item 10: Preschool Partial Cost of Teacher and Instructional Aides.

Two of the five items not implemented were items from previous years that were determined ineffective or no longer necessary to provide the service. These were not budgeted for in 24-25 nor where they planned to be implemented and they are item 21: Professional Development Teacher on Special Assignment and item 30: Secondary Summer School Stipend for Credit Recovery.

BUSD has relied heavily on the action items in place to support our ELD population as new immigrant families with English Learners have been continuously enrolling at many of our sites. Historically we receive these students in our primary grades and at the beginning of the school year, but recent trends have put a strain on our secondary programs as they've received most of the new enrollments throughout the year. As a result of these trends, BUSD increased spending in this category to provide additional staffing to provide an increase in classes and/or classroom support for the increase in this population. The impact on student performance is seen in our CAASPP scores as the percentage of ELD students testing at or above grade level has declined by five percent on the English language Arts Assessment. We believe this is primarily the result of supporting an increase in ELD enrollments in our secondary schools. Additionally, these enrollments are new to the country and have very limited English Language skills. However, our percentages of ELD students being reclassified or making progress toward proficiency have remained steady since the adoption of our LCAP. ELLs continue to progress at a percentage of 57.7% one point from 2019-20.

The second area of focus is providing interventions and high-quality first instruction in our primary grades after significant gaps in learning occurred during the pandemic. CAASPP results from the spring of 2023, and benchmark assessments given in the 2023-24 school year indicate an increase in student proficiency. At mid-year in grades K-8, 58% of students are showing proficiency in ELA. Additionally, in grades K-8, 45% of students are showing proficiency in Math. CAASPP scores report 58.4% of students at grade level in ELA and 44.4% in math. These scores are a slight decline from pre-pandemic scores but we believe our scores are trending towards pre-pandemic levels and our LCAP desired outcomes. The following actions we believe are contributing to proficiency on our local English and math benchmark assessments as well as maintaining and/or decreasing D and F rates in English and Math:

- Action 19: Full-Time Curriculum Specialists for all Elementary Schools
- Action 14: Elementary Response to Intervention for Reading/Language Arts & Math
- Action 1: Elementary Class Size Reduction Grades 4 & 5

Actions that proved to be difficult to implement were the professional development opportunities provided by our Teacher Support and Professional Development for Instructional Technology TOSA (0.2 FTE) and our Peer Assistance and Review Teacher on Special Assignment (TOSA) (0.2 FTE). Participation in these opportunities was hindered by local bargaining unit language and lack of participation from our teaching members. These items were not included in our plan going forward.

While we were able to meet half of our metrics in goal one we believe the vast majority of our actions in goal one are effective. They have allowed us to sustain high scores and standards for students through a difficult three-year span. Additionally, the demand and participation in student-focused actions have caused us to plan for increases in funding in many of the action items to meet the demands of the enrollments in the programs and staffing required to provide these services.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The LCAP adoption process identified an increased need for support and programming for our English Learner population. The increase in English Learners has increased the demand and participation in our ELD programs and other English language acquisition supports. Additionally, practices throughout other classrooms as well as grading practices have been identified as needing additional professional development and training to adjust for the recent changes in our demographics within BUSD. Throughout a series of meetings with educational partners, meetings with site admin, a town hall discussion with the board of education, and the final adoption process, BUSD has identified the following adjustments that need to be made based on current trends in our data,

enrollment, and performance context from the past three years:
- Increase support for Elementary ELD programming to support new immigrant families.
- Provide funding for sheltered sections and/or reduced class sizes for English Learners in Secondary Social Studies and Science classrooms.
- Dedicate funding toward ELD Instructional Assistants in Secondary Designated ELD Classrooms
- Provide funding to sustain and increase Professional Development in English Language Arts and Math with a focus on Culturally responsive pedagogy and equity in grading.
- Provide funding to sustain assessment programs that drive our response to intervention programming.

Two items were identified to be removed from the goal and no longer funded. These items were not directly supporting students. Recent changes in the agreement between the teacher's bargaining unit and BUSD made teacher participation in these programs cost-prohibitive. Educational partners needed to reallocate funding to other programs due to budget constraints. Items in goal one that had the consensus of educational partners to remove or reduce funding include:
- Item 13: Peer Assistance Review Teacher on Special Assignment
- Item 16: Teacher Support and Professional Development for Instructional Technology TOSA

The last group of items listed were no longer being funded or other restrictive funds were more appropriate funding sources so they will be removed from the LCAP for future funding. Items that were not funded in the last year of the plan and will fall out of the LCAP include:
- Action 10: Preschool partial cost of teacher and instructional assistants
- Action 9: Summer School Extended Learning for English Learners
- Action 21: Professional Development Teacher on Special Assignment
- Action 21: Summer School Stipends for Credit Recovery

Lastly, the increases in items funding to goal one indicate a shift of funding for our goals for the next three-year LCAP cycle. Funding from goal two is being reallocated to goal one to provide more funding for our academic programs as we see the need to increase performance scores and support new enrollment trends.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description

2	Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2021-22 school year. (Educational Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of "D" and "F" Grade Rate in Middle School and High School will decrease by 2%	Spring 2019 - 8.50% of middle school students earned a "D" or "F" Fall 2019 - 8.05% of middle school students earned a "D" or "F" Spring 2019 - 12.10% of high school students earned a "D" or "F" Fall 2019 - 11.23% of high school students earned a "D" or "F"	Fall of 2021 - 7.7% of middle school students earned a "D" or "F" Spring of 2022 - 8.7% of middle school students earned a "D" or "F" Fall of 2021 - 11.7% of high school students earned a "D" of "F" Spring of 2022 - 13% of high school students earned a "D" of "F"	Fall of 2022 - 8.4% of middle school students earned a "D" or "F" Spring of 2023 - 8.86% of middle school students earned a "D" or "F" Fall of 2022 - 13.6% of high school students earned a "D" of "F" Spring of 2023 - 12.55% of high school students earned a "D" of "F"	Fall of 2023 - 7.7% of middle school students earned a "D" or "F" Spring of 2024 - 8.14% of middle school students earned a "D" or "F" Fall of 2023 - 11.2% of high school students earned a "D" or "F" Spring of 2024 - 12.05% of high school students earned a "D" or "F"	Decrease by 5% the percent of middle school and high school students who earn a "D" or "F" grades in Spring and Fall
A-G Requirements Completion Rate will increase by 2%	In 2018-2019, 49.2% of high school students met A-G completion rate	In 2020-2021, 45.2% of high school students met A-G completion Rate as measured by the CA dashboard. I reporting error was identified and 49.6% is the actual percentage of A-G completion rate using local data.	In 2021-2022, 50.0% of high school students met A-G completion requirements	In 2022-2023, 48.0% of high school students met A-G completion rate	Increase by 5% the percent of high school students who meet A-G Requirements
Graduation Rate for	In 2018-2019, 92.3% of	In 2020-21, 92.3% of	In 2021-2022, 96.2% of	In 2022-2023 93.2% of All	Increase by 2% the percent

All Students will increase by 2%	All Students were graduated from high school	BUSD students graduated from high school	BUSD students graduated from HS	Students were graduated from high school	of All Students who are graduated from high school
Graduation Rate of English Learners will increase by 2%	In 2018-2019, 86.5% of English Learners were graduated from high school	In 2020-21, 83.8% of ELS graduated from high school	In 2021-22, 89.2% of ELS graduated from high school	In 2022-2023, 80.6% of English Learners were graduated from high school	Increase by 2% the percent of English Learners who are graduated from high school
Graduation Rate of Socio-economically Disadvantaged Students will increase by 2%	In 2018-2019, 90.7% of Socio-economically Disadvantaged Students were graduated from high school	In 2020-21, 89.6% of Socio-economically Disadvantaged students graduated from high school	In 2021-22, 95.3% of Socio-economically Disadvantaged students graduated from high school	In 2022-2023, 91.0% of Socio-economically Disadvantaged Students were graduated from high school	Increase by 2% the percent of Socio-economically Disadvantaged Students who are graduated from high school
Graduation Rate for Homeless Students will increase by 2%	In 2018-2019, 88.9% of Homeless Students were graduated from high school	In 2020-21, 100.0% of Homeless students graduated from high school	In 2021-22, 94.4% of Homeless students graduated from high school	In 2022-2023, 90.9% of Homeless Students were graduated from high school	Increase by 2% the percent of Homeless Students who are graduated from high school
Graduation Rate for Foster Youth will increase by 2%	In 2018-2019, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2020-2021, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2021-2022, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	In 2022-2023 NA% of Foster Youth were graduated from high school (Subgroup too small to report)	Increase by 2% the percent of Foster Youth who are graduated from high school
Graduation Rate for Students with Disabilities will increase by 2%	In 2018-2019, 85.6% of Students with Disabilities were graduated from high school	In 2020-21, 79.1% of Students with Disabilities graduated from high school	In 2021-22, 91.5% of Students with Disabilities graduated from high school	In 2022-2023, 88.3% of Students with Disabilities were graduated from high school	Increase by 2% the percent of Students with Disabilities who are graduated from high school
Graduation Rate for Hispanic Students will increase by 2%	In 2018-2019, 89.5% of Hispanic Students were graduated from high school	In 2020-21, 88.7% of Hispanic students graduated from high school	In 2021-22, 96.5% of Hispanic students graduated from high school	In 2022-2023, 94.0% of Hispanic Students were graduated from high school	Increase by 2% the percent of Hispanic Students who are graduated from high school
Suspension Rate District wide will be maintained or at least decrease by 1%	In 2018-2019, 2.7% of students were suspended at least once (Green on dashboard with a decline of 0.3%)	In 2020-2021, 0.1% of students were suspended at least once.	In 2021-2022, 2.3% of students were suspended at least once.	In 2022-2023, 3.2% of students were suspended at least once	Decrease suspension rate by 1% district wide to maintain Green or advance to Blue on the Dashboard
School Attendance Rate will increase by 2%	In 2018-2019, the attendance rate was 94.97% district-wide as this is the most current data available pre-COVID-19 with a full year of in-person instruction	In 2020-2021, the attendance rate was 87.7% districtwide.	In 2021-2022, the attendance rate was 93.3% districtwide.	In 2022-2023, the attendance rate was 91.71% district-wide	Increase school attendance rate by 2%
Chronic Absenteeism	6.7% of students are	In 2020-2021, 34.6% of	In 2021-2022, 19.7% of	In 2022-2023, 18.9% of	Decrease chronic

Rate	chronically absent (Green on the Dashboard with a decline of 0.5%)	students were chronically absent (TK-5 – 16%; 6-8 – 34%; 9-12 – 57%; Secondary – 48%)	students were chronically absent	students are chronically absent	absenteeism by 2% to main Green level on Dashboard or advance to Blue level on Dashboard
Dropout Rate - Four Year Adjusted Cohort Graduation Rate	In 2019-202, the four year adjusted cohort graduation rate was reported as 91.6%	In 2020-2021, the four-year adjusted cohort graduation rate was reported as 92.2%	In 2021-2022, the four year adjusted cohort graduation rate was reported as 96.2%	In 2022-2023, the four year adjusted cohort graduation rate was reported as 93.2%	The four year adjusted cohort graduation rate is expected to be 100%
Middle School Drop Out Rate	Middle school dropout rate of 1% will decrease by a minimum of 1% until it reaches and remains at 0%	In 2020-2021, middle school drop out rate was 0%	In 2021-2022, middle school drop out rate was 0%	In 2022-2023, Middle school dropout rate remains at 0%	Reduce middle school dropout rate to 0%
Percent of Student Expulsions from the District will reduce/maintain at 0% expelled	In 2020-2021, no students were expelled from the District	In 2021-2022, no students were expelled from the District	In 2021-2022, no students were expelled from the District	In 2022-2023, no students were expelled from the District	The percent of students expelled from the District will be 0%
Percentage of families who report via the satisfaction survey that "My family is welcome at my school" will increase by 2% annually	In 2020-2021, School Satisfaction Survey analysis indicated the following: My family is welcome at my school: Students - 78%	In 2021-2022, this data was not collected in the School Satisfaction Survey in lieu of LA County and Board Policy restrictions on visitors, events, and volunteers on campus.	In 2022-2023, School Satisfaction Survey analysis indicated the following: My family is welcome at my school: Students - 76%	In 2023-2024, School Satisfaction Survey analysis indicated the following: My family is welcome at my school: Students - 79%	Increase by 2% annually the families whop report that they feel welcome at their school via the satisfaction survey
Survey and other local measures of pupils, parents, and staff, on the sense of safety.	In 2020-2021, School Satisfaction Survey analysis indicated the following: Children are safe at school - Staff - 90%; Students - 74%; Parents - 83%	In 2021-2022, School Satisfaction Survey analysis indicated the following: Children are safe at school - Staff - 83%; Students - 66%; Parents - 81%	In 2022-2023, School Satisfaction Survey analysis indicated the following: Children are safe at school - Staff - 76%; Students - 60%; Parents - 73%	In 2023-2024, School Satisfaction Survey analysis indicated the following: Children are safe at school - Staff - 80%; Students - 59%; Parents - 79%	Student, parent, and staff sense of safety as measured by BUSD Satisfaction Surveys will increase by a minimum of 2% per year until it reaches and remains at 100% (students: all or most of the time, parents/staff: strongly agree or agree).
Surveys of pupils, parents, and staff, on the sense of care.	In 2020-2021, School Satisfaction Survey analysis indicated the following: School is a positive and supportive learning environment: Staff - 94%; Students - 69%; Parents: 79%	In 2021-2022, School Satisfaction Survey analysis indicated the following: School is a positive and supportive learning environment: Staff - 85%; Students - 63%; Parents: 78%	In 2022-2023, School Satisfaction Survey analysis indicated the following: School is a positive and supportive learning environment: Staff - 82%; Students - 64%; Parents: 75%	In 2023-2024, School Satisfaction Survey analysis indicated the following: School is a positive and supportive learning environment: Staff - 89%; Students - 57%; Parents: 79%	Student, parent, and staff sense of care as measured by BUSD Satisfaction Surveys will increase by a minimum of 2% per year (students: all or most of the time, parents/staff: strongly agree or agree) until students reach

					the highest level of performance
Surveys of pupils, parents, and staff, on the sense of connectedness.	In 2020-2021, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 90%; Students - 78%; Parents - 86%	In 2021-2022, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 80%; Students - 70%; Parents - 82%	In 2022-2023, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 74%; Students - 78%; Parents - 86%	In 2023-2024, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 81%; Students - 63%; Parents - 84%	Surveys of pupils, parents, and staff, on the sense of connectedness will increase by 2% annually.
Percent of Foster Youth Students identified through the California Dashboard as two or more levels below/above the general population in Burbank Unified in the areas of School Climate and Pupil Engagement.	In the 2022 CA Dashboard, Foster Youth students were identified as having a suspension rate of 14.9% and a Chronic Absenteeism Rate of 39.9%	NA - Metric was not in place	In the 2022 CA Dashboard, Foster Youth students were identified as having a suspension rate of 14.9% and a Chronic Absenteeism Rate of 39.9%	In the 2023 CA Dashboard, Foster Youth students were identified as having a suspension rate of 10.3% and a Chronic Absenteeism Rate of 37.5%	The desired outcome is to decrease the suspension and chronic absenteeism rates to be one level below or equal to the level of all students in BUSD. If this metric is no longer reported in this manner, BUSD desires these metrics to decrease by 3%.
Percent of Students with Disabilities identified through the California Dashboard as two or more levels below/above the general population in Burbank Unified in the area of Pupil Engagement.	In the 2022 CA Dashboard, Students with Disabilities were identified as having a Chronic Absenteeism Rate of 39.9%	NA - Metric was not yet in place	In the 2022 CA Dashboard, Students with Disabilities were identified as having a Chronic Absenteeism Rate of 39.9%	In the 2023 CA Dashboard, Students with Disabilities were identified as having a Chronic Absenteeism Rate of 27.0%	The desired outcome is to decrease the chronic absenteeism rate to be one level below or equal to the level of all students in BUSD. If this metric is no longer reported in this manner, BUSD desires these metrics to decrease by 3%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal two of our LCAP had significant changes occur during the 23-24 school year and discussions during our LCAP adoption process proved to identify the need for changes in goal two for the 24-25 school year. Positions ended up costing more in most cases based on changes in staffing and/or negotiated increases in retroactive wages. Vacancies in the following positions were the result of unqualified or no available candidates for the position of CDS instructional assistants. In contrast, the following positions were filled with highly qualified candidates who increased the cost associated because of the salary/benefits of Monterey Teachers. A significant increase in funding for the Burbank Family Services agency for school-based counseling took place as an immediate need was identified for the increase in participation in this program. On the contrary, with looming budget cuts and recent increases in alternatives for credit recovery and initial credit, BUSD decided to reallocate funding for summer school programs to balance the supplemental budget. Lastly, costs associated with the PBIS program were not used this past year compared to previous years due to the contract with LACOE for training being completed.
Of the 17 action items in goal two, 11 of the 17 items were implemented as planned. Of the six items that were not implemented as planned, two were items

from previous plans that were no longer budgeted or planned for implementation in 23-24. These include Item 7: Intervention Sections, and Item 15: Students Experiencing Homeless Transportation. The needs associated with these items were addressed through other funds or services. Of the six items that were not implemented, three were identified early in the school year as items we could pivot away from as the need to decrease spending due to budget concerns identified these items as places we could look for more cost-effective services or programs. These include item 9 Secondary English Learner Initial Credit Summer School, item 10 Secondary Online Credit Recovery, and item 13: Costs for PBIS Training. Lastly, the final item that was not implemented as planned was item 8: Family Services Agency of Burbank (FSA) Counseling Program. This item saw a dramatic increase in spending due to the immediate demand for counseling services at all sites.
The decision to reallocate secondary summer school funds was determined by the need for counseling services during the school year as well as the increased need for our English Learner Programs. Funds that would be used for summer school were reallocated during the school year to support the increased enrollment in these programs thus increasing funds for our goal one priorities as well as other actions within goal two. The decision to no longer host secondary summer school does not significantly impact BUSD students as there has been an increase in free options for summer school through online providers, local community colleges, and regional charter schools. These options have proven to be viable and popular with families in recent years. The decision to reallocate funds was discussed with LCAP Educational Partners for the 24-27 LCAP and was immediately implemented in the 23-24 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2023-2024 school year there were multiple grants and funding opportunities still available for specific actions listed in BUSD's LCAP. In accordance with our district goals and LCAP plan funding and grants were used in a manner consistent with many of the actions in our LCAP. The result is supplemental funds derived from LCFF funding were either not used or used to absorb increases in cost in other actions or goals. For example, students Experiencing Homelessness Transportation used other funding to provide this service. Additionally, costs associated with many of the actions increased or decreased due to changes in personnel and the subsequent increase in salary or vacancies experienced during the 2023-2024 school year.

Differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions identified for Improved Services

Goal	Action	Action Description	23-24 Initial Budget	23-24 Estimated Actuals	Material Difference
2	1	High School Counselors (3.0 FTEs)	$407,298	$305,806	$101,491.66
2	2	Middle School Counselors (3.0 FTE)	$418,449	$429,292	($10,842.81)
2	3	Monterey Teachers (4.0 FTEs)	$525,201	$600,213	($75,011.70)
2	4	Monterey High School Assistant Principal	$155,545	$189,255	($33,710.06)
2	5	Community Day School Teachers (2.0 FTE)	$267,319	$293,794	($26,474.84)
2	6	Community Day School Instructional Assistants (4.0 FTE)	$155,126	$124,604	$30,522.45
2	7	Intervention Sections	$0	$0	$0.00
2	8	Family Services Agency of Burbank (FSA) Counseling Pr ...	$30,000	$230,000	($200,000.00)
2	9	Secondary English Learners Initial Credit Summer Scho ...	$170,478	$27,404	$143,074.00
2	10	Secondary Online Credit Recovery	$372,439	$67,671	$304,767.92
2	11	Secondary At-Risk Intervention Specialists (6 FTEs)	$448,725	$451,354	($2,628.78)
2	12	Elementary At-Risk Intervention Specialists (11 FTEs)	$927,751	$942,109	($14,357.67)
2	13	Costs for PBIS Training	$33,000	$0	$33,000
2	14	Homeless/Foster/At-Risk Youth Specialist	$86,878	$52,703	$34,175.25
2	15	Students Experiencing Homelessness Transportation	$0	$0	$0.00
2	16	Diversity, Equity, & Inclusion Supplemental Materials	$10,000	$656	$9,344.18
2	17	School Climate & Mental Health Surveys (Hanover)	$52,000	$43,781	$8,219.10
		Goal 2 SUBTOTAL	**$4,060,209**	**$3,758,640**	**$301,569**

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

BUSD only met approximately half of the metrics in goal two by the end of the three-year LCAP cycle. Much like goal one and the remaining concerns from the pandemic and instructional time spent in distance learning, BUSD recognizes the metrics within goal two had baselines that were going to be challenging to improve upon. However, graduation rates have shown growth in this goal while other metrics have shown a decrease in performance and have yet to rebound from the obstacles associated with the last three years.
In the wake of the pandemic and supporting students as they recover from deficits that resulted from over a year of instruction in distance learning, many of the challenges BUSD has needed to address are related to student mental health and responding to students with chronic absenteeism.
Specific subgroups that need attention were identified in the 24-27 LCAP plan summary as the most common indicator where subgroups had the lowest

performance level was chronic absenteeism with some subgroups pairing this indicator with academic performance or suspension rate.
During the 23-24 school year, BUSD increased the funding for Burbank Family Services and the school-based counseling they provide students. There is speculation about the quality of services and whether the program is meeting the needs of our students. Metrics identified to measure these needs did not increase with the increase in funding. Continued monitoring and adjustments in funding will be made for the 24-25 school year because of the uncertainty with this action item and meeting the objectives of the goal and metrics.
In total the majority of actions in goal two were found to be effective in addressing the needs of our students meeting the intended goals and metrics established in the LCAP. Five of the 17 items are were identified as effective and they include actions 3, 10,12,13, and 17. Eight of the 17 items will not be continued in the future LCAP to address budget shortfalls even though they were effective in most schools and in most cases. These include items: 1, 2, 4, 5, 6, 9, 11, and 16. This leaves four items, three of which were no longer implemented so their effectiveness will not be determined. The last item will be closely monitored next in the subsequent years to fully understand the effectiveness of the service as there is high demand for mental heath services. This item is action 8: Family Services Agency of Burbank (FS) Counseling Program as it yet to be determined how effective this program is in meeting the needs of our students.
Funding concerns led to the decision to adjust our secondary summer school programming in the 23-24 school year. Funds were being spent to support the immediate needs of our English Learner population and a decision was made with educational partners to reduce funding for this action to balance the supplemental budget and take advantage of existing programs that are free, viable, and popular with students and families.
The increase in chronic absenteeism and the continuing concern of subgroups and students missing school has caused BUSD to evaluate the role of secondary intervention specialists and other action items in goal two. Along with this, counseling staffing, Community Day School, and administrative staffing at Monterey High School were all closely monitored this year as a result.
A positive indicator for BUSD was our graduation rate among all subgroups monitored in our metrics. This is particularly true at Monterey Continuation High School and the teaching staff that is funded through LCAP is effective in meeting this metric and our objectives in goal two.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal two of our LCAP will see significant changes in the 24-27 LCAP. Funds are being reallocated from goal two to improve and increase services provided in goal one. This is primarily the result of increased enrollments of English Learners as well as the priority to increase student achievement and provide improved instructional practices to account for the changing demographics within BUSD.

In the previous LCAP's goal analysis goal two, it was identified that BUSD would closely monitor the enrollments and success of the student population served by Community Day School. This monitoring revealed concerns about the progress students were making regarding attendance. This also coincided with changes in legislation which are not aligned to the practice of transferring students to a community day school because of attendance concerns. A decision was made to close the community day school and reallocate funding to provide a program that could still meet the needs of students served by this school. Services will now be provided by the SOAR program and will address both behavioral concerns as well as improve services for students with chronic absenteeism.

In addition to the closure of BUSD's Community Day School, it was also determined the funding for secondary intervention specialists would need to be reallocated to improve instructional services in goal one as well as redirect funding to the SOAR program for a different approach to meeting the needs of students struggling with attendance.

A decision late in the LCAP adoption process involved the staffing for counselors provided by the LCAP. Due to increasing budget concerns and the need to stabilize a budget while addressing an over decline in enrollment. It was determined with educational partners that a reduction in student to counselor ratio would have to be made to balance budgetary demands and concerns. While the increase in staffing in counseling most likely had an impact on our positive graduation rate, the student-to-counselor ratios were identified as an item that was too costly in the budget to sustain as other services and programs need to increase to meet the enrollment trends and demands we are currently facing.

As stated previously in the analysis of goal two, changes to credit recovery and our summer school offerings have resulted in the decision to reallocate funding for these programs. Additionally, the administrate staffing at Monterey High School which is a continuation school was reduced due to a decline in enrollment in this program as well as the increase in participation in credit recovery options outside of BUSD.

In total, the following items will no longer be in place in the 24-25 LCAP:
- Action 1: High School Counselors
- Action 2: Middle School Counselors
- Action 4: Monterey High School Assistant Principal
- Action 5: Community Day School Teachers
- Action 6: Community Day School Instructional Assistants
- Action 7: Intervention Sections
- Action 9: Secondary English Learners Initial Credit Summer School
- Action 11: Secondary At-Risk Intervention Specialists
- Action 13: Costs for PBIS Training
- Action 15: Students Experiencing Homelessness Transportation
- Action 16: DEI Supplemental Materials

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2021, depending on clearance requirements (i.e., fingerprinting). (Human Resources) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 3: Recruit and retain highly qualified employees

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Annual professional development on	In 2020-21, no training was provided; however,	In 2021-2022 this metric was partially met as all	In 2022-2023 this metric was met as all teachers,	In 2023-2024 this metric was met as all teachers,	Diversity, Equity, and Inclusion professional

diversity, equity, and inclusion for parents, classified staff, teachers, administrators impacting relationships among the stated groups and leading towards positive student outcomes academically and behaviorally	planning of staff development had occurred	teachers and administrators participated in professional development regarding diversity, equity, and inclusion.	administrators, and classified participated in professional development regarding diversity, equity, and inclusion.	administrators, and classified participated in professional development regarding diversity, equity, and inclusion.	development to be in a sustainable model. Continued maintenance and monitoring to be in place for additional needs regarding DEI policies and programs.
Survey data will indicate progress in positive relationships among staff, students, and families leading to more open communication, academic achievement, and positive student behavior	In 2020-2021, School Satisfaction Survey analysis indicated the following: Teachers communicate students about academic progress: Students - 60%; Parents - 78%; Staff - 94%	In 2021-2022, School Satisfaction Survey analysis indicated the following: Teachers communicate students about academic progress: Students - 56%; Parents - 77%; Staff - 90%	In 2022-2023, School Satisfaction Survey analysis indicated the following: Teachers communicate students about academic progress: Students - 55%; Parents - 76%; Staff - 84%	In 2023-2024, School Satisfaction Survey analysis indicated the following: Teachers communicate students about academic progress: Students - 48%; Parents - 76%; Staff - 88%	Increase by 2% annually the respondents who report they agree that teachers communicate with students about academic progress
Survey results related to diversity, equity, and inclusion	The baseline for this metric is pending surveys results from spring 2021 administration of survey	in 2021-2022, survey results indicate the following: [My/My student's] culture, ethnicity, gender identity, gender expression, sexual orientation, and race are acknowledged and celebrated by the school: 55% of Students Agree, 64% of Parents agree, and 67% of Staff agree.	in 2022-2023, survey results indicate the following: [My/My student's] culture, ethnicity, gender identity, gender expression, sexual orientation, and race are acknowledged and celebrated by the school: 55% of Students Agree, 62% of Parents agree, and 68% of Staff agree.	In 2023-2024, survey results indicate the following: [My/My student's] culture, ethnicity, gender identity, gender expression, sexual orientation, and race are acknowledged and celebrated by the school: 57% of Students Agree, 63% of Parents agree, and 73% of Staff agree.	The majority of employee respondents will rate satisfactory or above with questions identified on an annual survey
Employment of Certificated Personnel Administrators will meet the needs of the District and be in alignment with State certification requirements	In 2020-2021, the District is at full employment and is 100% compliant with State certification requirements	In 2021-2021, the District is 100% compliant with State certification requirements	In 2022-2023, the District is 100% compliant with State certification requirements	In 2023-2024, the District is 100% compliant with State certification requirements	100% of certificated personnel and administrators will be 100% compliant with State certification requirements and meet the needs of the District

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In broad terms, goal 3 is focused on the hiring, training, and retention of highly qualified staff and teachers. Four actions for goal three were funded using supplemental funds. These goals were:
- Action 1: Diversity, Equity, and Inclusion Consultant
- Action 2: Professional Development on Diversity, Equity, and Inclusion
- Action 3: DEI Mental Health Consultant
- Action 5: DEI Site Lead Stipends
- Action 6: DEI Site Lead Collaboration

Early in the year it was determined we would no longer proceed with Professional Development on Diversity, Equity, & Inclusion as we had completed the base training provided and it was clear we were able to move forward with the work and ideas of our staff and lead teachers. Second, we also experienced a vacancy in the DEI Mental Health Consultant item which caused us to implement an alternative method for providing support in this area which did not require this position to be filled later in the school year. We did see an increase in the use of funds for our DEI Site lead stipends and for DEI Site Lead Collaboration. Our contract with a DEI consultant stayed consistent with the budgeted amount.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Three action items were fully funded once positions were filled and planning could proceed. Items 1, 4, & 6. Two items were not implemented due to vacancy or the decision to no longer pursue additional professional development from an outside organization; these include actions: 2 and 4.

Differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions identified for Improved Services

Goal	Action	Action Description	23-24 Initial Budget	23-24 Estimated Actuals	Material Difference
3	1	Diversity, Equity, and Inclusion Consultant	$44,700	$45,000	($300.00)
3	2	PD on Diversity, Equity, & Inclusion (Facing History)	$10,000	$0	$10,000
3	4	DEI Mental Health Consultant	$25,000	$0	$25,000
3	5	DEI Site Lead Stipends	$136,488	$98,697	$37,791.22
3	6	DEI Site Lead Collaboration	$69,776	$85,507	($15,730.96)
		Goal 3 SUBTOTAL	**$285,964**	**$229,204**	**$56,760**

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

BUSD has made significant progress toward providing professional development on diversity, equity, and inclusion for parents, teachers, and administrators. We believe this has positively impacted students academically and behaviorally as a result. In 2023-2024 the district ensured that all certificated and classified staff participated in DEI trainings. Additionally, it was a re-occurring topic in administrator meetings as well as site faculty meetings. Teachers took an increased role in preparing and delivering trainings and presentations around diversity, equity, and inclusion. Lastly, BUSD believes we have seen effective practices put in place as a result of these action items and look to expand the reach of these practices through continued support for teacher leads and collaboration under the purview of a DEI consultant. Items 1, 5, & 6 were all determined to be effective. Items 2 and 4 were not implemented and were not found to be effective as a result.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
BUSD has developed practices and procedures to increase our awareness and response to the diverse needs of our students and families. We are committed to the work of creating equity for all students and will continue to make decisions through the lens of our DEI work to improve the educational environment for not just all student students, employees, and families, but also increase and/or improve the education environment for communities that have historically been overlooked or disregarded when making decisions or implementing practices. BUSD will continue the current action items as well as recruit and fill vacancies with new staff committed to the work of diversity, equity, and inclusion. As a result of a change in practice in DEI Mental health supports and the identification that dedicated professional development around DEI is no longer needed. BUSD will no longer include the action items for a DEI Mental Health Consultant and Professional Development on Diversity, Equity, and Inclusion.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Six: School Climate (Engagement) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal: Maintain efficient and effective operations

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
100% Compliance with the Facilities Inspection Tool (FIT)	100% compliance with the completion of the Facilities Inspection Tool (FIT) in 2020-21	100% compliance with the completion of the Facilities Inspection Tool (FIT) in 2021-22	100% compliance with the completion of the Facilities Inspection Tool (FIT) in 2022-23	100% compliance with the completion of the Facilities Inspection Tool (FIT) in 2023-24	100% compliance with the completion of the facilities Inspection Tool (FIT)

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Appropriate funding and effort have continued for the maintenance and operation of all schools and sites. Bond money is still being used for new construction with the majority of this work occurring on the Disney Elementary campus. Additionally, significant rains brought attention to our facilities and roofing improvements and needs. 2023-2024 brought many ongoing vacancies as positions became vacant and qualified candidates were difficult to find. The facilities department worked closely with HR to fill any open positions within facilities both long-term and with substitutes for day-to-day vacancies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All Goal 4 action items were fully funded with no supplemental funds variation in budgeted amount compared to actual expenditures as this goal is funded through base grant funds or grant and bond monies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

District FIT reports were all complete in a timely manner and any findings were addressed immediately. The district is in good standing will all reporting and the conditions of our campuses. Day-to-day operations were maintained throughout 2023-2024 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are planned to be made to the actions for this goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burbank Unified	Robyn Anders Director of Instructional Technology & Accountability	robynanders@burbankusd.org 8187294517

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Burbank Unified School District serves the community of Burbank, a separate municipality with its independent government and services. Burbank is located in the San Fernando Valley and is surrounded by Los Angeles, Hollywood, and North Hollywood. The Burbank Unified School District provides a comprehensive, balanced educational program from Transitional Kindergarten through Grade 12, providing a standards-based curriculum attending to both basic skills development and concept development while addressing individual differences and needs. The district is governed by a five-member Board of Education and served by central administrative staff. A diverse and culturally enriched student population attends eleven TK-5 elementary schools, three middle schools, two comprehensive high schools, and a continuation school. In addition, the district offers childcare programs, several special education alternative programs, an Independent Learning Academy (independent study program), a continuation school, and an adult school. The total school enrollment for Burbank Unified School District is 14,240. A variety of socioeconomic and demographic backgrounds make up the Burbank community. BUSD students are 47.7% Caucasian (including Armenian, European, and Middle Eastern), 32.7% Hispanic/Latino, 5.3% Asian, 3.3 Filipino, 2.3% African American, 0.02% American Indian, 0.2% Pacific Islander, 5.6% multiple races or declined to state their ethnicity and 12.6% special needs. The following is the summary of student counts for each unduplicated student group:
- English Learners 1,716; 12.0%
- Foster Youth 24 students; 0.2%
- Students Experiencing Homelessness 42 students; 0.3%

In Burbank, 52 languages are spoken with the top four being English, Armenian, Spanish, and Arabic. Approximately 32.54% of BUSD students are considered socioeconomically disadvantaged and 12% are English Learners. Funding remains low due to declining enrollment and no active bonds or parcel taxes. The amount of supplemental and basic funds in the district is beginning to fall short and will not allow the district to sustain programs and staff in future years. Therefore, reductions will be seen at times to conserve funds for future anticipated shortfalls.

The LCAP Plan addresses the Eight State Priorities through the actions and metrics described in this plan. State of California Priorities:
Priority One: Basic (Conditions of Learning)
Priority Two: State Standards (Conditions of Learning)
Priority Three: Parental Involvement (Engagement)
Priority Four: Pupil Achievement (Pupil Outcomes)
Priority Five: Pupil Engagement (Engagement)
Priority Six: School Climate (Engagement)
Priority Seven: Course Access (Conditions of Learning)
Priority Eight: Other Pupil Outcomes (Pupil Outcomes)

BUSD Goals for 2024-2027
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard.
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard.
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments.
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Burbank Unified School District is proud of its overall performance historically. Below is a quick summary from the Dashboard that helps to describe the progress and successes that the District has made. Previously reported on the California Dashboard for English Language Arts, the academic performance of students in Burbank was a relative strength as indicated by the "green" status from 2017-18 to 2018-19. The 2022-23 Dashboard identified our academic performance as showing as High for English Language Arts and Medium for Mathematics. The 2023-2024 Dashboard identifies our academic performance as showing green for English language arts and yellow for mathematics. Overall, student academic performance in ELA has been well maintained. Graduation rates for Burbank Unified School District have traditionally maintained a high status of green and are identified as yellow on the 2023-24 dashboard. However, Burbank Unified had a 93.2% graduation rate. The Burbank Unified School District college and career indicator established a new baseline which is medium (49.6% prepared).

The previous and current graduation rate and college and career measures can be attributed to:
- intervention programs at the middle school
- robust credit recovery programs
- a robust summer school program for credit recovery and a limited number of courses offered in the summer for initial credit
- career pathways in media, medical, and engineering
- dual enrollment courses with the community college in select courses

BUSD considers the ability to maintain a graduation rate of 93.2% a success. The graduation rate of many of our subgroups improved over the past three years, including students with disabilities, hispanic students, socio-economically disadvantaged, and students experiencing homelessness. Given this data set, the district plans to maintain and build upon its successes, especially in the areas of English Language Arts, Mathematics, English Learner proficiency as measured by ELPAC, Graduation Rates, Chronic Absenteeism, Suspension rates, and strong mental and emotional health. This will be accomplished by having a staff that is well trained and informed so that they can carry out their responsibilities related to each area. Once the staff are well informed and training the implementation and carry through of academics, and the supports that surround achievement need to be accomplished with fidelity and with a strong sense of purpose. The monitoring of student achievement, staff performance, and parental involvement need to be performed each day by school and District administrators.
The Board of Education must be kept well-informed and set expectations on the performance of staff, parents, and students. Every child and every staff member need to positively contribute to the success story of the District through the eyes of each individual.

CAASPP results used for the academic performance indicators on the 2023-24 dashboard from the spring of 2023 administration provide the following results:
- English Language Arts – 58.43% Met or Exceeded the Standard
- Mathematics – 44.40% Met or Exceeded the Standard
BUSD has increased intervention supports and services to students through increased access to mental health services, intervention applications, and an increase in instructional support personnel.

During the 2022-2023 school year, the LCAP Stakeholder Committee, DELAC Parent Advisory Committee, Superintendent's Cabinet, District Leadership Team, and Principals reviewed the planned expected annual measurable outcomes (AMO) outlined in our 2023-2024 LCAP with historical and current data available, including the California School Dashboard and locally collected data through grade reports, diagnostic assessments, and benchmark assessments. Additionally, the committees determined the effectiveness of each service provided and identified strengths, progress, gaps, and areas needing improvement. We specifically looked at any schools, district subgroups, and school subgroups that had the lowest performance level on any of the California dashboard indicators.

The following district sub-groups received the lowest performance level on one or more state indicators on the 2023 dashboard:
- Foster Youth Students in Academic Performance in English Language Arts and Mathematics.
- Students with Disabilities in Academic Performance in English Language Arts
The following schools received the lowest performance level on one or more state indicators on the 2023 dashboard:

College and Career Indicator:
- All Students at Monterey High School
Chronic Absenteeism Indicator:
- All students at Independent Learning Academy
- All students at John Muir High School
- All students at Walt Disney Elementary School
Suspension Indicator
- All students at Burbank Community Day School
- All students at Monterey High School
The following school sub-groups received the lowest performance level on one or more state indicators on the 2023 dashboard:

Academic Performance in the English Language Arts Indicator:
- English Learners at Dolores Huerta Middle School
- Students with Disabilities at Dolores Huerta Middle School
- Students with Disabilities at Luther Burbank Middle School
Academic Performance in the Mathematics Indicator:
- English Learners at Burbank High School
- English Learners at Dolores Huerta Middle School
- Students with Disabilities at Dolores Huerta Middle School
English Learner Progress Indicator:
- English Learners at George Washington Elementary School
College and Career Indicator:
- Hispanic Students, Socio-Economically Disadvantaged Students, and White Students at Monterey High School
Chronic Absenteeism Indicator:
- Asian Students, Hispanic Students, Students with Disabilities, and Socio-Economically Disadvantaged students at Joaquin Miller Elementary
- English Learners, Hispanic students, Socio-Economically Disadvantaged, Students with Disabilities, and White students at John Muir Middle School
- Hispanic students at R. L. Stevenson Elementary School
- Students with Disabilities at Ralph Emerson Elementary School
- Hispanic and Students with Disabilities at Thomas Jefferson Elementary School
- English Learners and Students with Disabilities at Thomas Edison Elementary School
- English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White students at Walt Disney Elementary School
- White students at William McKinley Elementary School
Suspension Indicator:
- African American students and Students with Disabilities at Burbank High School
- Socio-Economically Disadvantaged students at Burroughs High School
- Hispanic and Socio-Economically Disadvantaged at Dolores Huerta Middle School
- Hispanic, and White students at Monterey High School
The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Academic Performance in the English Language Arts Indicator:
- Goal 1 Action Item 8: Professional Development Day Costs for All Teachers
- Goal 1 Action Item 20: Culturally Responsive Pedagogy Professional Development.
The following action items will specifically improve services for all district and school subgroups with the lowest performance level in the Academic Performance in Mathematics Indicator:
- Goal 1 Action Item 6: Secondary Designated ELD Teachers

- Goal 1 Action Item 8: Professional Development Day Costs for All Teachers
- Goal 1 Action Item 20: Culturally Responsive Pedagogy Professional Development
The following action items will specifically improve services for the English Language Learners at George Washington Elementary
- Goal 1 Action Item 2: Elementary ELD Specialists
- Goal 1 Action Item 3: Elementary ELD Instructional Assistants
- Goal 1 Action Item 10: Elementary Response to Intervention Reading/Language Art and Math
- Goal 1 Action Item 17: Elementary ELD Instructional Supports
The following action items will specifically improve services for Monterey High School and all subgroups with the lowest performance level in the college and career indicator:
- Goal 2 Action Item 1: Monterey Continuation High School Teachers
- Goal 2 Action Item 6: SOAR Program Staff
The following action items will specifically target Walt Disney Elementary, John Muir Middle School, and Independent Learning Academy as well as all subgroups and schools with the lowest performance level in chronic absenteeism:
- Goal 1 Action Item 10: Elementary Response to Intervention Reading/Language Art and Math
- Goal 1 Action Item 11: Middle School Psychologists
- Goal 1 Action Item 16: Professional Development for Twice Exceptional Students
- Goal 1 Action Item 20: Culturally Responsive Pedagogy Professional Development
- Goal 2 Action Item 1: Monterey Continuation High School Teachers
- Goal 2 Action Item 2: FSA School Based Counseling
- Goal 2 Action Item 3: Secondary Credit Recovery
- Goal 2 Action Item 4: Elementary Intervention Specialists
- Goal 2 Action Item 5: Student Services Attendance Specialist Foster/Homeless
- Goal 2 Action Item 6: SOAR Program Staff

The following action items will specifically improve services for Monterey High School, Burbank Community Day School, and all subgroups with the lowest performance level in the Suspension indicator:
- Goal 1 Action Item 20: Culturally Responsive Pedagogy Professional Development
- Goal 2 Action Item 1: Monterey Continuation High School Teachers
- Goal 2 Action Item 2: FSA School Based Counseling
- Goal 2 Action Item 3: Secondary Credit Recovery
- Goal 2 Action Item 1: Monterey Continuation High School Teachers
- Goal 2 Action Item 6: SOAR Program Staff
Based on the previously identified results, Burbank Unified School District is prioritizing the need to address chronic absenteeism across all school and sites but specifically the schools and subgroups identified earlier. Chronic absenteeism rates have increased during the pandemic and distance learning and the return to in-person instruction. They increased to 34.6% in 2021-22 (an increase of 27.9%) after previously dropping to 6.7% prior to the pandemic and were reported at 19.7% on the 2022 Dashboard. The current districtwide rate for chronic absenteeism is 18.9%. As the ramifications of the pandemic diminish, we hope to see this continue to decline, however, this will be a continuous area of focus.

Mathematics historically is an area for growth. The 2022 Dashboard shows BUSD students scoring 19.1 points below standard on average and the 2023 dashboard shows BUSD students scoring 19 points below the standard. CAASPP results show students in testing grades as 44.40% Meeting or Exceeding the Standard. Mathematics curriculum and instruction are being addressed through focused professional development on standards, the core curriculum, instructional practices, monitoring, credit recovery, and interventions. There is also professional learning community (PLC) work being done by grade levels and departments. "D" and "F" rates are being closely monitored and when needed an intervention section or assistance is provided. Additionally, BUSD has actively participated in a Math Collaborative through CAL-ED Partners and is seeing initial signs of progress as D and F rates in High School Algebra I continue to decrease year after year.

Services supporting English language arts such as interventions will need to be maintained and refocused so that significant student subgroups needing remediation are attended to as metrics indicated a decrease in reclassified students in 2020-2021 during distance learning as noted in our Goal 1 & 2 Metrics.

Lastly, continued innovation and improvements are needed in the district's Independent Study program to improve student access and performance for students who participate in this program in light of recent legislation and changes to this program.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Burbank Community	Website, Newsletters, Public Meetings, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Parents of Students	Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Teachers	Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Students	Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Staff	Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Bargaining Units	Individual Meeting with Superintendent and district leadership, Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
Burbank Unified Principals	Regular Meetings with Superintendent and district leadership, Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
District English Learner Advisory Committee (DELAC)	Presentations and an agenda item at all calendared DELAC Meetings. Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.
District Administrative Leadership (Cabinet)	Regular Meetings with Superintendent and district leadership, Website, Newsletters, Public Meetings, Recordings of Public Meetings, Presentation Materials, and Translation
Consultation with the SELPA	Provided a copy of plan and accompanying presentations. Responded in writing to feedback.
ASB Student Representatives	Individualized invites to attend public meetings and give input. Website, Newsletters, Public Meetings, Survey, Recordings of Public Meetings, Presentation Materials, and Translation of meetings and materials.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Burbank Unified School District held ten total public meetings regarding the LCAP adoption process. Seven of these meetings were general session LCAP meetings with the Parent Advisory Group and the public. Three of the meetings were with the School Board and the public. The LCAP was presented at four DELAC meetings for our parents of English Language Learners. Additionally, the LCAP was discussed with the district PTA by our Superintendent. Local bargaining units were consulted throughout the LCAP meetings and process. Students were also represented in the process through ambassadors from their respective Associated Student Body. A survey was published to elicit responses from the community regarding priorities for carryover spending and the local LCAP process. Lastly, the district met with the parents of homeless children to better understand their needs.
All general session LCAP meetings were live-streamed and recorded. The recordings of every LCAP meeting were archived and placed on the district website. All power points and handouts were also placed on the district website with translations. All of this was done to be transparent and to allow families who could not make a meeting to still be able to participate. Questions and answers were provided live and in writing and posted on the website.

The focus of our LCAP meetings included metrics and the action items of the LCAP that could be enhanced based on the data and the implementation. While some action items were condensed based on the data, it provided the community with opportunities for the district to service our most at-risk students. Special attention was given to any possible carryover funds and how we could support our current goals through new or increased actions.
The district plan for educational partner engagement included multiple routes of communication between Teachers, Principals, Administrators, Classified Personnel, the Burbank Teachers Association, the California State Employees Association, parents, and students. These included:
- The district's website advertised the dates of the meetings, the presentations that contained the content of the meetings including metrics, action items, and the budgeted expenditures
- Electronic invitations were sent to the entire Burbank school community including all administrators and staff, all parents, and high school students

- Principals providing messaging through their weekly/regular communications and at parent meetings
- The public had access to information from the BUSD website and BUSD eNEWS notifications which are sent to the public

All materials presented at the LCAP committee meetings were translated into Spanish and Armenian, including presentations, the budget, and all handouts. Additionally, every General Parent/Community Committee meeting was live-streamed on Zoom. The videos for each meeting were then posted on the district website, along with all the materials (presentations, budget, and handouts).

The timeline for the LCAP meetings included:
Wednesday, November 15, 2023, 6:00 pm, Topic - Budget Update
Wednesday, December 13, 2023, 6:00 pm, Topic - Initial Budget Discussion
Wednesday, January 24, 2024, 6:00 pm, Topic - Initial Budget Proposal
Wednesday, February 7, 2024, 6:00 pm, Topic - LCFF Budget Overview
Wednesday, February 21, 2024, 6:00 pm Topic - Instructional Services
Wednesday, March 6, 2024, 6:00 pm Topic - Educational Services
Wednesday, March 27, 2024, 6:00 pm Topic - LCAP Budget Update & Carry Over
Tuesday, Mary 14th, 2024 @ 6:00 pm - LCAP Town Hall and Goal/Metric Review

At each of the meetings listed above, metrics were provided to the community to show evidence of moving toward the goal. The metrics used were those identified in the approved LCAP plan. In addition, a thorough review of the budget for each goal was reviewed along with each action item. At the end of each session, the community had an opportunity to enter a discussion about how each item was funded.

For the school year 2023-2024, there were two primary Burbank Unified School District LCAP Parent Advisory Groups: The General Public LCAP Advisory Group and the District English Learner Advisory Committee. Each of these committees met (separately) a total of 12 times during the 2022-2023 school year. The Committee meetings were held regularly in the evenings from 6:00 pm to 7:00 pm (LCAP Group) and mornings and evenings (DELAC). The LCAP was shared with the DELAC on November 30, 2023; January 18, 2024; February 22, 2024; and March 28, 2024. Additionally, the LCAP Parent Advisor Group provided LCAP information on the previously mentioned LCAP presentation dates on Wednesday evenings at 6 pm.

The 2023-24 Burbank Unified School District (BUSD) LCAP Advisory Group for the 2024-25 LCAP consisted of many individuals from a wide variety of groups. Members included, but were not limited to students, parents, guardians of students, local business partners, representatives of the community, classified employees, certificated employees including teachers, parent volunteers, site administrators, and administrative staff from school sites and the district office.

Parents on the Advisory Group included parents of students who are English Language Learners, Special Education students, Socioeconomically Disadvantaged Students, Reclassified English Learners, Foster Youth, and Parents of students in the Gifted and Talented Education (GATE) program. The parents who participated in the Advisory Group represent a range of ethnic, racial, and unduplicated student subgroups.

District staff invited members of School Site Councils from every school to participate in Advisory Group meetings. Before each LCAP meeting, emails were sent to all parents, staff, and community members who had expressed interest in attending stakeholder group meetings. It is important to note that the Parent Advisory Committee/Group, which was referred to through this document, consisted of two separate committees: one for parents in general, and one for the parents of English Learners. Each of these meetings was comprised of mostly parents. This is reflected in the documented participation at each meeting. There are questions posed at these meetings, to which the superintendent responded in writing or orally. All these questions are noted on the LCAP page of the district's website.

Finally, the Assistant Superintendents and Directors addressed the LCAP in (separate) monthly meetings with the Elementary Principals and Secondary Principals. This provided site administrators with multiple opportunities to share their thoughts and ideas about current LCAP programs and services as well as suggest new ideas - based on the metrics and outcome data provided. Principal meetings that addressed the LCAP were held by level. Elementary: first Wednesday of each month from October-April 2024. Secondary: third Wednesday of each month from October-April 2024.

On May 14th, 2024, a Town Hall meeting was held to review the proposed three-year plan for the 2024-2025 school year and the outgoing years, after which the Superintendent responded to questions submitted by the public. Representatives from the District English Learner Advisory Committee and General Parent Committee were in attendance and asked questions. At the meeting, the Board of Education and the public were provided with all available data (quantitative and qualitative) for each goal, priority area, and related budget program. All the questions asked were recorded and responded to in writing by the Superintendent's Designee. The questions and answers were posted on the

district website, www.burbankusd.org, in a dedicated area for the LCAP.

Based on recommendations from the May 14, 2024, Town Hall meeting, minor revisions were made, and the LCAP plan was presented to the Board of Education, at a formal Public Hearing on June 6, 2024, at 7:00 pm.
SELPA reviewed the LCAP to share the provisions for Special Needs Students that are reflected in our LCAP plan. Suggestions were made and memorialized for consideration prior to the first reading with the BUSD Board of Education on June 6th, 2024.

The 2024-2025 LCAP was formally approved by the Board of Education at a public meeting on June 20, 2024.
The adoption process for the 2024-2025 LCAP was influenced by the feedback provided by educational partners at every step of the process. Electronic notifications of the meetings, town hall, public hearing, and adoption of the LCAP included an opportunity for the public to speak to the LCAP. Students, staff, and parents were provided a survey early in the process to assist with priorities within the LCAP supplemental budget as well as give input on the process for decision-making. Members of the public were provided the opportunity to submit questions and comments in writing regarding the specific actions and expenditures provided in the LCAP.

Educational Partner feedback and communication have been influential on the development and implementation of the LCAP. Specifically, the impact on the contents of the plar has been greater clarity and transparency regarding the goals and their corresponding actions, services, metrics, and budgets. Many of the items below address the process. Specific items of support for the action items and the metrics are noted toward the end of this section.

The district's inclusive approach to involving educational partners has resulted in an LCAP that is genuinely informed and created through a collaborative process that involves representatives from individuals and groups that have a wide range of interests, ideas, and opinions. Burbank Unified School District educational partners were able to come together and agree on the priorities, LEA goals, and programs that will best serve the students of the district.

The impact of the timely engagement of educational partners in the development of the LCAP has been the maintenance of a sense of trust between the district staff and partners, as well as a sense of collaborative goal-setting and distributed leadership, in terms of the development of the program recommendations for the current LCAP. This was truly a group effort, and the process used to make program recommendations was democratic and transparent. All educational partners had a "voice" and had the opportunity to engage in the decision-making process. The fact that several meetings were dedicated to the specific goals allowed the educational partners to focus on each goal separately, and analyze the extent to which the corresponding services, actions, and budget met the needs of the students who were targeted for support.

Because educational partners had clear access to and understanding of detailed qualitative and quantitative data related to the eight State priorities and four District goals, they were able to participate in the LCAP process in a way where the entire process benefited from their informed ideas and suggestions. As soon as data became available, it was provided to partners, so they could determine areas of LCAP strength and weakness and provide recommendations that could improve upon what had been done the previous year.

The impact of involving representative parents in the development of a plan is truly collaborative and subsequent recommendations from educational partners whose children will benefit most from supplemental grant funds. English Learner parent involvement in the LCAP process has increased significantly over the years of LCAP by holding separate meetings for parents of English Learners with translation available in both Spanish and Armenian.

Students at the high school level participated in the LCAP process, and a survey targeted students for input to gather student perceptions of the LCAP action items within the district goals.

Maintaining the four original goals (and the programs that corresponded to them) was based on qualitative and quantitative data provided for each goal. Educational partners informed the annual update by reviewing each of the District/LCAP goals and the State priorities and analyzing the data for each program included in the LCAP Supplemental Plan. It was the discussion and analysis that led the committee to make their recommendations about the current LCAP-funded programs. A common theme throughout the adoption process was the need to increase and improve services for our growing English Learner population within Burbank. Those priorities were met with our final funding proposals which included the reallocation of funds to provide additional support to the English Learner population.

Specific action items were discussed for consensus among all educational partners and advisory groups to recommend a final budget that included the removal of specific action items including:
- Secondary Summer School Funding
- Secondary Intervention Specialists
- Community Day School Teachers and Aides

- DEI Supplemental Materials
- DEI Mental Health Consultant
- Peer Assistance and Review Position
- MS & HS Counselors
- Administrative Position at the continuation high school

Reallocation of funding to increase or improve services was discussed with all educational partners and advisory groups to recommend a final budget that included the following additions and investments in services:
- Elementary English Learner Development Staffing and Supports
- Secondary Sheltered Classrooms for English Learners
- English Language Development Instructional Assistants for Secondary
- Culturally Responsive Pedagogy Professional Development for Math and English
- Assessment Programs for Response to Intervention
- SOAR Program Staffing

Through many conversations with educational partners throughout the adoption process, a final prioritized budget was produced in May. The 2024-2025 LCAP action items funded by the LCAP Advisory Groups for removal, continuance, or augmentation were supported by the Board of Education, who discussed the plan twice in the spring of 2024 as well as discussed, the plan during the first reading on June 6, 2024, and formally approved the LCAP on June 20, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard. (Instrucitonal Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning)	Broad Goal

State priorities address by this goal.

2, 1, 4, 5, 7, 3

An explanation of why the LEA has developed this goal.

The goal of BUSD is to provide the highest quality instruction of the California State Standards that leads students to success in career choices and college readiness.

Goal 1 was established based on multiple sources of data: CAASPP scores, California Dashboard indicators, graduation data (district data and Dashboard data), A through G completion rates.

The intention of creating this goal is to ensure that students are given State Standards driven curriculum and that teachers are properly trained in order to effectively deliver instruction in an appropriate manner. Additionally, it is important for the District to provide access to the curriculum for all learners.

Goal 1 focuses on English Learners, Foster Youth, Homeless and Students with Disabilities, and students who are gifted. The targeted subgroups need access to appropriate materials, access to courses and curriculum, the highest quality instruction, and access to interventions and support including not only academic but social-emotional. Similarly, these targeted subgroups will benefit from smaller class size environments when appropriate. Goal 1 is designed to meet these needs of the targeted subgroups, with the understanding that the school district will monitor the following areas to evaluate progress towards goals:

Reclassification rates ELPAC results for English Learners
CAASPP Data for ELs, SEDs, SWDs, Foster Youth, Homeless Students, and Hispanic Students
Graduation Rates for ELs, SEDs, SWDs, Foster Youth, Homeless Students, and Hispanic Students

The reason the goal was established is based on data. Graduation data is good district-wide, but there are discrepancies with subgroup data, which needs attention. The current Dashboard shows gaps in performance for ELs and SED students, despite a relatively good score overall. Similarly, we have seen the same gap in A through G completion and CAASPP data. Part of the impetus for this goal was also to ensure that these subgroups were receiving full access to courses and curriculum. More importantly, instructional materials needed to be appropriate for these stakeholder groups.

The goal addresses good first teaching. When students are not being successful, the goal addresses Response to Intervention at the elementary level and intervention sections at the secondary level. Additionally, the goal addresses a robust design for students to have opportunities in the summer for elementary reteaching and expansion of knowledge and in secondary credit recovery. There are also opportunities for students to maintain their skill level during the summer so they are not losing their academic skills.

As a school of choice, the Independent Learning Academy (ILA) is an opportunity for students to access core classes on APEX Learning, which is an online platform. This allows students more flexible schedules to pursue other goals such as the Junior Olympics, or acting and modeling careers. In some cases, the ILA has been an opportunity for students to engage in their academic learning online because they suffer from various phobias or social disorders.

The focus for Burbank Unified is good first instruction. Therefore, the intention of this goal is to ensure the students in Burbank encounter a curriculum and materials that are aligned with State Standards. It is also important for instruction to be differentiated so that student's needs are being met. Therefore, professional development becomes critical to ensure the most effective delivery of instruction, appropriate methods for checking for understanding, and methods of reteaching differently to meet the needs of students who did not get it the first time.

A focus for this goal includes technology. Not just access to more technology, but the integration of technology into lesson plans that will engage students in the learning process. Similarly, the district continues to endorse Kagan strategies and offers teachers many point of access to be trained during the regular school year.

Goal 1 focuses on:

- Mastery of State Standards
- Professional development for Kagan Classroom technology training
- Professional development time to ensure assessments and lessons are standards aligned
- Google classroom
- Core curriculum online resources

Access to arts and music education is a passion in Burbank. Goal 1 is intended to keep our district focused on our commitment to art and music education and to maintain services that are already currently in place while creating a plan to expand further. Over the last couple of years, the District has created a strategic master plan for art and music education which is captured in the Burbank Arts for All Master Plan.

The following items are paramount to goal 1:

- Maintain current rations of students to teachers for music instruction in grades 2 through 5
- Maintain 1600 instruction minutes per year in music instruction for a student in grades 4 and 5
- Maintain 1200 instruction minutes per year of music instruction for students in grades 2 and 3
- Continue to increase the number of visual and performing arts courses offered in grades 9 through 12

In summary: Goal 1 is designed to meet all these needs, with the understanding that the school district will monitor the following areas to evaluate progress toward meeting the action items:

CAASPP data for All Students and Subgroups
Graduation data for All Students and Subgroups
Dropout Rate for High School Students
A through G data AP data for High School Students
D and F Rates for Middle and High School Students
Credit recovery data for High School Students
Teacher Credentialing and Appropriate Assignments (Williams Compliance)
Textbooks and Instructional Materials (Williams Compliance)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Percent of All Students who score Exceeds or Meet Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 58.43% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP			All Students who Exceed or Meet Standards on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	
2	Percent of English Learners Exceeding or Meeting Standards on English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2202-20223, 13.41% of English Learners scored Exceeds or Meets Standards on the English Language Arts CAASPP			English Learners scoring Exceeds or Meets Expectations on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	

3	Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2202-20223, 47.15% of Socioeconomically Disadvantaged scored Exceeds or Meets Standards on the English Language Arts CAASPP			Socioeconomically Disadvantaged students who score Exceeds or Meets Standards on English Language Arts CAASPP will increase by 3 percentage points by year 3.	
4	Percent of Homeless Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 42.86% of Homeless Students scored Exceeds or Meets Standards on the ELA CAASPP			Homeless Students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	

5	Percent of Foster Youth Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, NA% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP			Foster students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	
6	Percent of Students with Disabilities Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 27.31% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP			Students with Disabilities who exceed or meet standards on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	

7	Percent of Hispanic students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 47.49% of Hispanic students scored Exceeds or Meets Standards on the English Language Arts CAASPP			Hispanic students who meet Exceed or Meet Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years.	
8	Percent of Twice Exceptional (GATE & UDP) students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 93.8% of GATE students scored Exceeds or Meets Standards on the English Language Arts CAASPP			Twice Exceptional (GATE & UDP) students who Exceed or Meet Standards on the English Language Arts CAASPP will increase by 3 percentage points by year 3.	

9	Percent of All Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 44.40% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP			All Students who Exceed or Meet Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	
10	Percent of English Learners who score Exceed and Meet Standards of the Math CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 15.14% of English Learner students scored Exceed and Meet Standards of the Math CAASPP			English Learners who Exceed or Meet Standards on the Math CAASPP will increase by 3 percentage points by year 3.	
11	Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 19.06% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP			Students with Disabilities who exceed or meet standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	

12	Percent of Homeless Students Exceeding or Meeting Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 28.58% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP			Homeless Students Exceeding or Meeting Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	
13	Percent of Foster Youth Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, NA% of Foster Students scored Exceeds or Meets Standards on the Mathematics CAASPP			oster Youth Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	
14	Percent of Students with Disabilities that Exceed or Meet Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years	In 2022-2023, 19.06% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP			Students with Disabilities that Exceed or Meet Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	

15	Percent of Hispanic students who Exceed or Meet Standards on the Mathematics CAASPP will increase by percentage points over 3 years	In 2022-2023 30.18% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP			percent of Hispanic students who meet Exceed or Meet Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	
16	Percent of Twice Exceptional (GATE & UDP) students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 3 percentage points over 3 years.	In 2022-2023, 91.4% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP			wice Exceptional (GATE & UDP) students who Exceed or Meet Standards on the Mathematics CAASPP will increase by 3 percentage points by year 3.	

17	Percent of English Learners making progress towards English language proficiency as reported on the California Dashboard will increase by 3 percentage points over 3 years	In 2022-2023, 57.7% of English Learners making progress towards English language proficiency as reported on the California Dashboard			English Learners making Progress on the ELPAC will increase by 3 percentage points by year 3.	
18	Percent of English Learners being reclassified as determined by the Reclassification Rate will meet or exceed previous annual rate or at least pass the State reclassification rate	In 2022-2023, 20.7% of English Learners were reclassified			Maintain or increase the reclassification rate of English Learners.	

19	Percent of fully credential teachers in grades Transitional Kindergarten through Grade 12 will be maintained	In 2021-2022, the following was reported on the CDE TAMO Report: Clear - 88.7% Out-of-Field - 2.7% Intern - 0.5% Ineffective - 1.7% Incomplete - 6.1% Unknown - 0.3% In 2022-2023, BUSD anticipates having 42 Out-of-Field Teacher (Local Assignment Approval by Board), 5 Ineffective Teacher (emergency permit, waiver), 29 Inexperienced Teacher (2 years or less)			Maintain or increase percentage of teachers who are fully credentialed per teaching assignment	
20	Graduation Rate for All Students will increase by 1 percentage point over 3 years	In 2022-2023 93.2% of All Students were graduated from high school			All Students who are graduated from high school will increase by 1 percentage point by year 3.	
21	Graduation Rate of English Learners will increase by 3 percentage points over 3 years	In 2022-2023, 80.6% of English Learners were graduated from high school			All English Learners who are graduated from high school will increase by 3 percentage points by year 3.	

22	Graduation Rate of Socio-Economically Disadvantaged Students will increase by 2 percentage points over 3 years	In 2022-2023, 91.0% of Socio-economically Disadvantaged Students were graduated from high school			Socio-economically Disadvantaged Students who are graduated from high school will increase by 2 percentage points by year 3.	
23	Graduation Rate for Homeless Students will increase by 1 percentage points over 3 years	In 2022-2023, 90.9% of Homeless Students were graduated from high school			Homeless Students who are graduated from high school will increase by 1 percentage point by year 3.	
24	Graduation Rate for Foster Youth will increase by 1 percentage point over 3 years	In 2022-2023 NA% of Foster Youth were graduated from high school (Subgroup too small to report)			Foster Youth who are graduated from high school will increase by 1 percentage point by year 3.	
25	Graduation Rate for Students with Disabilities will increase by 2 percentage points over 3 years	In 2022-2023, 88.3% of Students with Disabilities were graduated from high school			Students with Disabilities who are graduated from high school will increase by 2 percentage points by year 3.	

26	Graduation Rate for Hispanic Students will increase by 1 percentage point over 3 years	In 2022-2023, 94.0% of Hispanic Students were graduated from high school			Hispanic Students who are graduated from high school will increase by 1 percentage point by year 3.	
27	Percent of "D" and "F" Grade Rate in Middle School and High School will decrease by 3 percentage points over 3 years	Fall of 2023 - 7.7% of middle school grades were a "D" or "F" Spring of 2024 - 8.14% of middle school grades were a "D" or "F" Fall of 2023 - 11.2% of high school grades were a "D" or "F" Spring of 2024 - 12.05% of high school grades were a "D" or "F"			middle school and high school students who earn a "D" or "F" grades in Spring and Fall will decrease by 3 percentage points by year 3.	
28	Drop-Out Rate will decrease or be maintained	In 2022-2023, the Drop-Out Rate was 1.4% (CDE no longer calculates the dropout rate; however, the District will calculate)			Maintain or decrease the percent of students who Drop-Out	

29	Percentage of students completing the A-G requirements. The completion rate will increase by 2% percentage points per year until students reach the highest level of performance.	In 2022-2023 48.0% of high school students met A-G completion rate			All students who meet A-G requirements will increase by 6 percentage points by year 3.	
30	Percentage of Secondary Student Credit Recovery Rate will increase by 1 percentage point over 3 years	In 2022-2023, the "Traditional" recovery rate of students was 92.8% In 2022-2023, online credit recovery was not offered.			Students who recover credits towards graduation either through traditional or online methods will increase by 1 percentage point by year 3.	

31	Percent of Advanced Placement (AP) Examination Passing Rate with a "3" or better will increase by 2% percentage points annually until students reach the highest performance level	In 2022-2023, 76.8% of students on average pass the Advanced Placement Examination with a "3" or better			Students who pass the Advanced Placement Examination with a "3" or better will increase by 6 percentage points by year 3.	
32	100% Compliance with the Williams Act Instructional Materials Requirement	100% Compliance with the Williams Act Instructional Materials Requirement in 2022-2023			100% Compliance with the Williams Act Instructional Materials Requirement	
33	Parent Participation in Decision Making Groups: DELAC, LCAP Advisory Group, PTA Council Meetings	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation			100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation	

34	Percent of students proficient in English Language Arts as Measured by District Assessment will increase by 3% over 3 years	In 2023-2024, 66% of Elementary students scored proficient on the I-Ready end-of-year reading assessment. In 2023-2024, 50% of Middle School students scored proficient on the I-Ready end-of-year reading assessment. In 2023-2024, 57% of High School students scored proficient on the spring District Writing Prompt.			All Students who are proficient in English Language Arts as Measured by District Assessments will increase by 3 percentage points by year 3.	
35	Percent of students proficient in Mathematics as measured by District Assessment will increase by 3% over 3 years.	In 2023-2024, 58% of Elementary students scored proficient on the I-Ready end-of-year math assessment. In 2023-2024, 43% of Middle School students scored proficient on the I-Ready end-of-year math assessment. In 2023-2024, 41.1% of High School students scored proficient on the spring Math District Benchmark Assessments.			All Students who are proficient in Mathematics as Measured by District Assessment will increase by 3 percentage points by year 3.	

36	Percent of students college/career ready will increase annually by 2% percentage points annually until students reach the highest performance level	In 2022-2023, 49.6% of students were prepared as indicated in the GREEN Tier on the California Dashboard			Students who are college/career prepared will increase by 6 percentage points by year 3.	
37	Percent of college/career students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest performance level.	In 2022-2023, 85.9% of college/career students met the A-G completion requirement.			College/career students completing the A-G requirement will increase by 6 percentage points by year 3.	
38	Four Year Adjusted Cohort Graduation Rate will increase by 1% over 3 years	In 2022-2023, the four year adjusted cohort graduation rate was reported as 93.2%			Four-year adjusted cohort graduation will increase by 1 percentage point by year 3.	

39	Meet all Standards on Local Indicators as reported to the California Dashboard	In 2022-2023, the District reported that all Local Dashboard indicators were "Met"			Maintain "Met" status on all Locally reported indicators on the California Dashboard.	
40	Percentage of students on the Early Assessment Program scoring Prepared and Approaching Prepared in ELA will increase by 3 percentage points over 3 years until the students reach the highest level of performance.	Prepared: 65.23% Approaching Prepared: 19.58% Not Prepared: 15.19%			students on the Early Assessment Program scoring Prepared and Approaching Prepared in ELA will increase by 3 percentage points by year 3.	
41	Percentage of students on the Early Assessment Program scoring Prepared and Approaching Prepared in math will increase by 3 percentage points over 3 years until the students reach the highest level of performance.	Prepared: 65.23% Approaching Prepared: 19.58% Not Prepared: 15.19%			Students on the Early Assessment Program scoring Prepared and Approaching Prepared in Math will increase by 3 percentage points by year 3.	

42	Percent of Student Expulsions from the District will reduce/maintain a percent lower than the state	In 2022-2023, no students were expelled from the District			Student Expulsions from the District will reduce/maintain a percent lower than the state	
43	Access to a Broad Course of Student Local Indicator will be met	In 2022-2023, the metric was met as reported by the District.			Access to a Broad Course of Student Local Indicator will continue to be met all 3 years of the plan.	
44	Percent of All Students who score Exceeds or Meet Standards on the CAST will increase by 3 percentage points over 3 years.	In 2022-2023, 38.54% of All Students scored Exceeds or Meets Standards on the CAST.			All Students who score Exceeds or Meet Standards on the CAST will increase by 3 percentage points by year 3.	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Elementary Class Size Reduction Grades 4 and 5	Research shows that smaller class size coupled with effective teaching practices results in greater students achievement. The makeup of classrooms is approximately 40% of students who are English learners, low-income students, foster youth, and students experiencing homelessness. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%). (**% is too small at school level for percentage) 4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools) Smaller class sizes will allow the teacher and instructional assistants to work with students in	$216,538.00	Yes

		small groups and in a 1:1 setting resulting in increased student achievement. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
2	Elementary ELD Specialists	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (** %). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% English Language Development Specialists - Maintain 4 ELD specialists to support students and staff at elementary schools with English Learners - Organize and conduct professional development in Designated ELD - Monitor progress of English Learners and recently reclassified students - Support Project G.L.A.D. and Step up to Writing training and program implementations - Assist in the analysis of data and review with staff - Provide demonstration lessons - Participate in SST's, IEP's, and the development of ILP's for English learners - Provide direct intervention services to English Learners The work of ELD specialists provide support to teachers, instructional assistants and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning)	$604,561.00	Yes

		BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
3	Elementary ELD Instructional Assistants	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC.	$464,193.00	Yes
4	Dual Immersion Teacher Cost Share	Class Size Reduction for Dual Immersion The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%).	$627,034.00	Yes

		(**% is too small at school level for percentage) 4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools) Research shows that smaller class size coupled with effective teaching practices results in greater students achievement. The makeup of classrooms is primarily of unduplicated students with a concentration of students who are English learners and low-income. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. - This action will fund the partial cost to run the dual immersion classes as it provides the most effective environment for English Language Learners to thrive academically - This action will reduce class size so that there are 5 to 7 fewer students per class to provide additional support to ELD & Low-income students. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
5	Dual Immersion Instructional Assistants	Dual Immersion (Spanish/English) Program The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%). (**% is too small at school level for percentage)	$163,845.00	Yes

		4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools) - Instructional assistants are not provided in general education classrooms and only for one hour per day in transitional kindergarten and kindergarten classrooms - Provide Instructional Assistants (IAs) - Primary Language Support for three hours daily - Provide 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 State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
6	Secondary Designated ELD Teachers	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth to provide supplemental English language development instruction in addition to the core instruction provided at the site. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% Designated ELD (additional courses) - Provide a separate, additional classes for students who are in Transition English to teach the Standards for ELD (designated ELD) - Support to secondary students who are English learners - Certificated salaries and related statutory benefits State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement)	$690,004.00	Yes

		Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
7	Interpreters for Second Language Learner Parents	Interpreters (written and spoken) for Second Language Students, Parents, and Family Members - 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 whose children may also be considered low-income students, foster youth, and students experiencing homelessness State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$153,102.00	Yes
8	Induction Professional Development Teacher on Special Assignment	New hires and teaching staff need support for entering into the workforce as well as a mechanism to finish their credentialing to be full-time, highly qualified, permanent teachers. Often times vacancies and new hires are positions that work with our most vulnerable populations including English Learners, Foster Youth, and students experiencing homelessness. Teacher on Special Assignment will provide professional development services to induction teachers focusing on the teaching and learning needs of unduplicated students. Attention will be given to the mastery of standards, engagement practices, monitoring, intervention services, assessments, and parent communication. The goal is twofold: raise the leveling of instructional services provided by the teacher with the additional benefit that students receive from better instructional practices that are consistently administered. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$26,561.00	Yes
9	Professional Development Day Costs for All Teachers (1 1/2 days)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or	$1,000,000.00	Yes

		exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The focus of professional development is on the delivery of instruction and researched-based strategies to differentiate instruction for unduplicated student groups. English learners, low-income students, and foster youth will benefit from the focus on their instructional needs and the subsequent delivery of lessons by teachers. The training will focus on dimensions of diversity, equity, and inclusion as they impact the teaching and learning of students who are low-income, foster, experiencing homelessness, and English learners. Specific curricular supplemental resources, instructional strategies, monitoring systems, interventions, and outcomes will be components of the training. The goal of the training is to raise teaching and learning so that unduplicated students benefit from the work of the instructional staff in getting students more successful in their academic career while also attending to social-emotional learning. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
10	Elementary Response to Intervention for Reading/Language Arts and Math	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	$548,376.00	Yes

		The data indicate that the needs of English learners and low-income students are significant. Intervention teachers and instructional assistants will: - Provide direct intervention to students at skill level provided by certificated classroom and intervention teachers using research-based materials - Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program - Utilize part-time intervention teachers and instructional assistants to provide direct support to students - Provide direct intervention for underperforming students by certificated classroom and intervention teachers and instructional assistants - Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program - Utilize part-time intervention teachers and instructional assistants to provide direct support to students - Create targeted Math Intervention sections at the middle schools - When the math intervention classes cannot be secured because of staffing, the budget funds can be used for aide support or supplemental materials. The outcome is to have students master State standards through the delivery of instruction that has high engagement practices, monitoring, assessments, and parent communication. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
11	Middle School School Psychologist (2.0 FTEs)	Approximately 40% of middle school students qualify for free/reduced lunch and about 20% of these same students experience a high rate of D/F grades. Additionally, about 10% of students in middle schools are English learners. These two psychologist positions serve all three unduplicated populations. They assess students, work with teachers to support the learning needs of students, provide professional development, consult with parents, and assist administrators. The work of the psychologists will help to lower the D/F rates of middle school students, increase attendance and increase test scores. The impact on English learners will be to maintain and increase performance on their daily work and the ELPAC. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning)	$358,485.00	Yes

		BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
12	Behavior Specialists (2.0 FTEs)	Two Behavior Specialists at schools will work with low-income, foster youth, students experiencing homelessness, and English learners. These Behavior Specialists will be working exclusively with the schools with high populations of targeted student subgroups. Anecdotal data indicates a rise in the number of students who have increasing behavior and academic needs. At the elementary level especially, the number of students requiring greater assistance has dramatically increased over the past three years going from one/two students in severe need to over 20 students across the district. These students are displaying major meltdowns and become physical to their peers and adults. Their parents are in crisis mode as they also want to work with their children and school staff. Behavior specialists work not with the students directly but with teachers, instructional staff, administrators, and parents. Behavior specialists participate in student study teams, 504s, and Special Education. Supporting low-income, English learners and homeless/foster youth will result in fewer outbursts, more focused students, greater attendance, and increased achievement as measured by SBAC data and attendance. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$202,555.00	Yes
13	English Learner Program, Supplemental Supports	There is a need to establish a baseline ELD program for students who are working towards English proficiency as an English Learner. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The program is designed to increase or improve services by: - Provide support for English Learner students in classes by Instructional Assistants	$1,533,613.00	Yes

		- Provide supplemental materials and supplies to support site-based English Learner 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 The work of instructional assistants paid by Maintenance of Effort funds provides support to teachers, instructional assistants and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness. English learners may also be students who may also be considered low-income students, foster youth, and/or students experiencing homelessness. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
14	Full Time Curriculum Specialists for all elementary schools	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). The Curriculum Specialists for all elementary schools will increase or improve services through the following duties and tasks: Manage site assessments (including ELPAC) Manage and supervise site RTI program to support underperforming students Organize and conduct professional development Analyze data and review with staff Demonstrate lessons Provide direct intervention services to underperforming students in targeted subgroups including low-income students, English learners, foster youth, and students experiencing homelessness State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement)	$1,531,456.00	Yes

		Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
15	Library Coordinators at Elementary Schools	Provide focused services to English Learners, Socioeconomically disadvantaged students, foster youth, and students experiencing homelessness through the services that they provide. Services include a concentration on literacy-based skills phonics, word recognition, comprehension, and other age-appropriate literacy standards. Stock and weed collections Manage information systems Manage school-wide Accelerated Reader Program Provide direct services to classes and targeted subgroup students Provide after school access to the library for targeted subgroup students State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$488,746.00	Yes
16	Targeted support for Twice Exceptional students who qualify as GATE and are included in the unduplicated count	BUSD believes in learning beyond the core curriculum by providing GATE enrichment activities and opportunities for unduplicated student groups who may not have access outside of school due to the cost of a program and other restrictions. The LCAP committee identified a need to provide activities during and after school hours in the area of GATE in an effort to connect students to school, create positive experiences, and develop connections with adults. This action provides improved and increased services principally directed toward unduplicated ed students who may not be exposed to GATE activities due to their home environment or financial constraints. This budgeted expenditure is to cover partial costs of the GATE program for students who are English learners, low-income students, and foster youth. This is an increased service to these unduplicated student groups as they benefit from participating in the GATE program and are challenged by the activities implemented through the program. Researchers have identified several barriers to student participation, ranging from the more tangible, including family or work responsibilities, limited resources for equipment or other expenses, and transportation or other logistical difficulties, to the more complex, such as lack of interest in or alienation from school and its activities (Kleese and D'Onofr io, 1994). Involvement in extracurricular activities also helps at-risk students. John Mahoney and Rober t Cairns (1997) indicated that engagement in school extracurricular activities is linked to decreasing r at es of early school dropouts in both boy s and girls. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement)	$10,000.00	Yes

		Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
17	Elementary ELD Instructional Supports (staff and/or materials)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC. ELD resources, materials, and supplies. The priority with these funds is to provide instructional assistants to work with english learners. Often times, these positions are hard to fill and remain vacant. In these circumstances, funds will be redirected to purchase resources, materials, and supplies such as but not limited to: - Translated materials - Devices to assist with translation and english language acquisition - Software or programs to assist with translation and english language acquisition. - Intervention staff and/or programs - Intervention materials.	$220,034.00	Yes
18	Secondary Sheltered ELD Sections (Social Studies and Science)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%).	$439,473.00	Yes

		Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% Secondary Sheltered ELD Sections are designed to reduce class size or dedicate sheltered sections for ELD students in the subjects of Social Science and Science. These subjects are language intensive subjects that require additional support from instructional staff to provide small group instruction and/or differentiation. Smaller class sized or dedicated sections will allow for teaching staff to better support english learners in these core subject areas.		
19	ELD Instructional Assistants, Secondary (5 FTE)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC.	$100,000.00	Yes
20	Culturally Responsive Pedagogy PD (K-12 PLCs in ELA & Math)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or	$125,000.00	Yes

		exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant. Culturally Responsive Pedagogy PD will create time and space for teachers to work in professional learning communities with identified lead teachers, site administration, and district administration. Collaboration will be focused on instructional practices including our district work in diversity, equity, and inclusion as well as the following: - Equity in grading - Best practices in culturally relevant instruction - Research interventions - The DuFour's essential questions for professional learning communities - Local data from formative assessments and district benchmarks - Plan-Do-Study-Act Cycles		
21	RTI Assessment Programs (i-Ready Assessment & School City)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant. RTI Assessment Programs will provide students, staff, and families with performance data to make data-driven decisions regarding interventions for individual, small-group, and whole-group instructional practices. Data will be used to guide professional learning community work in course-alike cohorts as well as grade-level cohorts. Local data is essential in meeting the local indicators on the CA Dashboard. These local assessments will help measure the successful implementation of California State Standards.	$146,634.00	Yes
22	GATE Program Annual Identification Assessment Process	- Provide training for teachers and administrators on the CogAT-7 GATE identification instrument - Purchase CogAT-7 assessments for all 3rd grade students and nominated/recommended students at other grade levels - Fund additional psychologist time for students who qualify to take the WISC-V or WNV assessments - Provide extra duty for teacher test administrators	$20,000.00	No

		State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
23	District GATE Coordinator	- Provide funding to all secondary school sites for instrumental repair and replacement - Repair or replace damaged or worn-out instruments State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$25,658.00	No
24	Secondary Art Supplies and Materials	- Provide additional funding for visual arts classes - Increase available art supplies and materials for students - Replace damaged or worn-out art supplies and materials State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$12,600.00	No
25	Provide support for students with disabilities to achieve their Individual Education Plan (IEP) goals.	This budgeted expenditure includes all of the salaries and benefits for Special Education Services across the District. This Special Education expenditure also includes non-public school, contracted services, plus supplies and services, transportation, and instructional assistant personnel. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement)	$39,217,554.00	No

		Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction		
26	Elementary Music Teachers Staffing	Elementary music teachers will: - Provide weekly music instruction - Annually determine the grade level that will be served for music instruction based on financial conditions - Increase when [possible the instructional minutes for elementary music Im-plement components of the District's Arts for All Plan State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$537,498.00	No
27	Provide CTE Pathway offerings to Secondary Students	Provide instruction, course offerings, and appropriate staffing to maintain current CTE Pathways. Provide Instructional Materials for CTE courses. Povide licenses and membership fees associated with CTE courses.	$1,269,998.00	No
28	World Language Courses at Middle Schools	- Maintain Spanish 1 classes at each middle school - Provide students with one-year completion to meet UC/CSU A-G requirement for work language - Allow students to continue work language instruction upon entering high school State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	$399,101.00	No

Goal

Goal #	Description	Type of Goal
2	Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard. (Educational Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes)	Broad Goal

State priorities address by this goal.

1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

Goal 2 was created to ensure the students in Burbank Unified School District are in a learning environment that is safe. Students will not be able to engage in academic discourse if they do not feel safe physically or emotionally. Therefore, the mental health and wellness of students are addressed in this goal, included but not limited to:

- Access to more psychologists
- Access to intervention specialists
- Access to behavior specialists
- Access to intervention counselors
- Access to mental health and wellness center
- Access to more nurses
- Implementation of PBIS
- Inclusion of parental involvement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of students completing the A-G requirements. The completion rate will increase by 2% percentage points per year until students reach the highest level of performance.	In 2022-2023, 48.0% of high school students met A-G completion rate			All students who meet A-G requirements will increase by 6 percentage points by year 3.	
2	Graduation Rate for All Students will increase by 1 percentage point over 3 years	In 2022-2023 93.2% of All Students were graduated from high school			All Students who are graduated from high school will increase by 1 percentage points by year 3.	
3	Graduation Rate of English Learners will increase by 2 percentage points over 3 years	In 2022-2023, 80.6% of English Learners were graduated from high school			English Learners who are graduated from HS will increase by 2 percentage points by year 3.	

4	Graduation Rate of Socio-Econimcally Disadvantaged Students will increase by 2 percentage points over 3 years	In 2022-2023, 91.0% of Socio-economically Disadvantaged Students were graduated from high school			Socio-economically Disadvantaged Students who graduate from HS will increase by 2 percentage points by year 3.	
5	Graduation Rate for Homeless Students will increase by 2 percentage points over 3 years	In 2022-2023, 90.9% of Homeless Students were graduated from high school			Homeless Students who are graduated from high school will increase by 1 percentage points by year 3.	
6	Graduation Rate for Foster Youth will increase by 1 percentage points over 3 years	In 2022-2023 NA% of Foster Youth were graduated from high school (Subgroup too small to report)			Foster Youth who are graduated from high school will increase by 1 percentage points by year 3.	
7	Graduation Rate for Students with Disabilities will increase by 2 percentage points over 3 years	In 2022-2023, 88.3% of Students with Disabilities were graduated from high school			Students with Disabilities who are graduated from high school will increase by 2 percentage points by year 3.	

8	Graduation Rate for Hispanic Students will increase by 1 percentage points over 3 years	In 2022-2023, 94.0% of Hispanic Students were graduated from high school			Hispanic Students who are graduated from high school will increase by 1 percentage points by year 3.	
9	Suspension Rate District wide will be maintained or at least decrease by 1 percentage point over 3 years	In 2022-2023, 3.2% of students were suspended at least once			Decrease suspension rate by 1% district wide or maintain Green or advance to Blue on the Dashboard	
10	School Attendance Rate will increase by 1 percentage point over 3 years	In 2022-2023, the attendance rate was 91.71%			School attendance rate will increase by 1 percentage points by year 3.	
11	Chronic Absenteeism Rate will decrease by 9 percentage points over 3 years	18.9% of students are chronically absent in 2022-2023			Chronic absenteeism decreaes by 9 percentage points by year 3 or maintain Green level or Blue level on CA Dashboard indicator.	

12	Dropout Rate - Four Year Adjusted Cohort Graduation Rate will increase by 1 percentage point over 3 years	In 2022-2023, the four year adjusted cohort graduation rate was reported as 93.2%			The four-year adjusted cohort graduation will increase by 1 percentage points by year 3.	
13	Middle School Drop Out Rate will remain at 0% annually	In 2022-2023, Middle school dropout rate remains at 0%			Middle school dropout rate will be maintined at 0%	
14	Percent of Student Expulsions from the District will reduce/maintain at a rate lower than the state on an annual basis	In 2022-2023, no students were expelled from the District			Student Expulsions from the District will be maintained at a rate lower than the state on an annual basis	
15	Survey and other local measures of pupils, parents, and staff, on the sense of safety will improve by 6 percentage points over 3 years.	In 2022-2023, School Satisfaction Survey analysis indicated the following: Children are safe at school - Staff - 76%; Students - 60%; Parents - 73%			Pupils, parents, and staff, sense of safety will increase by 6 percentage points by year 3.	

16	Surveys of pupils, parents, and staff, on the sense of care will improve by 6 percentage points over 3 years	In 2022-2023, School Satisfaction Survey analysis indicated the following: School is a positive and supportive learning environment: Staff - 82%; Students - 64%; Parents: 75%			Pupils, parents, and staff sense of care will improve by 6 percentage points by year 3.	
17	Surveys of pupils, parents, and staff, on the sense of connectedness will improve by 6 percentage points over 3 years.	In 2022-2023, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 72%; Students - 65%; Parents - 82%			Pupils, parents, and staff sense of connectedness will improve by 6 percentage points by year 3.	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monterey Teachers (4.0 FTEs)	Four additional teachers at Monterey High School will provide instructional services to unduplicated students in the continuation school environment. - The continuation high school serves a large number of students that represent our low-income students, English learners, foster/homeless students. - Will increase services to unduplicated students by giving teachers greater opportunities to provide individualized instruction to meet unique student needs. - Low-income, English learners, and foster/homeless youth within this smaller setting will receive small group instruction more regularly, increased 1:1 instruction, closely monitored academic progress, increased intervention beginning with Tier I and then advancing to Tier II as needed - Increasing teachers will improve communicate with parents about the academic and behavioral progress of the unduplicated students on this campus. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	$555,012.00	Yes
2	Family Services Agency of Burbank (FSA) Counseling Program	English learners, foster youth, and low-income students have shown to have limited access to personal counseling as these families have voiced the inability to procure these services on their own. Research shows that when students are feeling emotionally safe, they are focused on their students and perform better academically. Unduplicated student groups benefit from this service as targeted funding gives an avenue for students to seek assistance from an outside agency as students may not feel comfortable talking with school district staff. Students may feel more comfortable talking with someone who has less affiliation with the school. \he Family Services Agency of Burbank (FSA) provided counseling and mental health services for	$131,500.00	Yes

		low-income students, English learners, and foster/homeless students. Academic achievement counseling may also occur depending on the student's needs. The result will be a student who has someone to turn to and help to work with through crisis situation and positively impact his/her academic, social-emotional, and behavioral issue. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy		
3	Secondary Summer School Credit Recovery	Provide opportunities for high school students who have failed one or more courses during the regular school year to make up credits. The failure rate of students who are low-income, English learners, foster youth, and students experiencing homelessness is at a higher rate than other student subgroups. Credit recovery opportunities helps students towards course completion which leads towards graduation. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	$130,000.00	Yes
4	Elementary Intervention Specialists (11 FTEs)	Unduplicated students often have chronic absences; tardy absences, and/or failing grades. Research shows that when students are feeling emotionally safe, they are focused on their students and perform better academically. A need is identified by Elementary Princpals to have staff who can provide socio-emotional learning, respond to students in crisis, and work directly with parents to resolve attendance issues. Elementary Intervention Specialists will specialize in providing interventions when students have chronic absences; tardy absences, and/or failing grades - Provide 1.0 FTE for each elementary school. - Concentrate focus on attendance. - Focus is also on character building especially for students in LACP subgroups. - Particularly, a focus on addressing chronic absenteeism. The district will access the services from LACOE and school sites will be given training and assistance from the Department of Student	$1,036,020.00	Yes

		Services. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy		
5	Homeless/Foster/At-Risk Youth Specialist	Students experiencing homelessness and foster youth students need support accessing local and regional resources. Additionally, traditional methods of communication with families are often times not accessible to families in these circumstances. A need for a staff membe who can act as an advocate on behalf of thes student group and individual students has been identified based on the fequency in which these students' ability to access the academic program as well as additional services and activities is often times overlooked or not addressed by traditional staffing. Transportation and access to local and regiongal services will be communicated directly with families and individualized communication will be provided to Students and parents experiencing homelessness or who are placed in foster care. Students and famlies will be assisted by this staff to advocate for additional resources and considerations to be able to access the instructional programs as well as other activities and programs. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	$52,543.00	Yes
6	School Climate & Mental Health Surveys (Hanover)	BUSD surveys students, families, and staff annually to collect data on a variety of metrics that give us insight into the perspectives, perceptions, and experiences our students, families and staff have. We collect and analyze this data through an outside vendor to allow our participants to remain anonymous. Additionally, the results of these surveys help us measure growth in the metrics section of the LCAP.	$116,279.00	Yes
7	Partial SOAR Program Staffing (CDS) (1 teacher; 1 para; 2 specialists)		$350,006.00	Yes

Goal

Goal #	Description	Type of Goal
3	Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments. (Human Resources) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes)	Broad Goal

State priorities address by this goal.

1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

BUSD has traditionally met Williams compliance annually and will work towards maintaining that expectation. Fully credentialed teachers not only are required for compliance but also for the instructional program to meet the learning needs of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Survey data will indicate progress in positive relationships among staff, students, and families leading to more open communication, academic achievement, and positive student behavior will improve by 6 percentage points over 3 years.	In 2022-2023, School Satisfaction Survey analysis indicated the following: Teachers communicate students about academic progress: Students - 60%; Parents - 78%; Staff - 84%			Staff, students, and families sense of open communication, academic achievement, and positive student behavior will improve by 6 percentage points by year 3.	
2	Survey results related to diversity, equity, and inclusion will improve by 6 percentage points over 3 years	In 2022-2023, School Satisfaction Survey analysis indicated the following: We treat each other with respect: Staff - 74%; Students - 78%; Parents - 86%			Survey results related to diversity, equity, and inclusion will improve by 6 percentage points by year 3.	

3	Employment of Certificated Personnel Administrators will meet the needs of the District and be in alignment with State certification requirements	In 2023–2024, this metric was met.			Employment of Certificated Personnel Administrators will meet the needs of the District and be in alignment with State certification requirements	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Diversity, Equity, and Inclusion Consultant	There is a need to develop and expand the areas of diversity, equity, and inclusion from an independent service provider who will coordinate all of the District's diversity, equity, and inclusion (DEI) efforts into one cohesive plan and assists the District with a needs assessment and its subsequent implementation and oversight of diversity, equity, and inclusion efforts within the Burbank Unified School District. This individual will develop, implement, and oversee professional development training for staff on cultural competency, implicit bias, gender difference, disability, sexual harassment, inclusion and diversity, and other topics designed to increase awareness and support of diversity, equity, and inclusion values. There is a need to diversify the curriculum, instructional approaches, and staff which will have a positive impact on the BIPOC community who has a history of experiencing disenfranchisement. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 3: Recruit and retain highly qualified employees	$46,935.00	Yes
2	Diversity, Equity, & Inclusion Site Teacher Lead Stipends	As a continued extension and progression of the professional development, training, and support our campuses have received in diversity, equity, and inclusion (DEI) practices, a stipend will be given to select teachers on campus who will act as a liaison for students to receive support and voice issues or concerns regarding DEI. Teachers receiving the DEI stipend will collaborate with our DEI consultants and will assist in leading site discussions and professional development for the DEI initiative.	$97,983.00	Yes
3	Diversity, Equity, & Inclusion Site Lead Collaboration Time	As a continued extension and progression of the professional development, training, and support our campuses have received in diversity, equity, and inclusion (DEI) practices, collaboration time will be provided to select teachers on campus who will act as a liaison for students to receive support and voice issues or concerns regarding DEI. Teachers will collaborate with our DEI consultants and will assist in leading site discussions and professional development for the DEI initiative.	$35,008.00	Yes
4	Certificated Personnel and	Certificated Personnel and Administrative Costs at the District and Site Level to support the	$116,732,680.00	No

	Administrative Costs at the District and Site Level	education of students Continue to recruit and retain highly qualified certificated staff via a more competitive salary - given competing budgetary needs and interests. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 3: Recruit and retain highly qualified employees		

Goal

Goal #	Description	Type of Goal
4	Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program. (Business Services) State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Six: School Climate (Engagement) Priority Eight: Other Pupil Outcomes (Pupil Outcomes)	Broad Goal

State priorities address by this goal.

1, 3, 6, 8

An explanation of why the LEA has developed this goal.

BUSD prides itself in having facilities especially classrooms, playgrounds, libraries, cafeterias, and other instructional areas that meet the needs of the instructional program. It is the expectation that this practice continues.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% Compliance with the Facilities Inspection Tool (FIT)	100% compliance with the completion of the Facilities Inspection Tool (FIT) in 2022-2023			100% compliance with the completion of the Facilities Inspection Tool (FIT)	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2	Provide Facility and Maintenance Operations staff, including custodians to provide a clean, safe, and secure learning environment for all students.	Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning. This action supports the education of students by having safe and secure facilities. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Six: School Climate (Engagement) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal: Maintain efficient and effective operations	$7,395,358.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$11,351,994.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.79%	0.00%	$0.00	6.79%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1 Elementary Class Size Reduction Grades 4 and 5	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%). (**% is too small at school level for percentage)	4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools) Smaller class sizes will allow the teacher and instructional assistants to work with students in small groups and in a 1:1 setting resulting in increased student achievement. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1 - 16

Goal 1, Action 2 Elementary ELD Specialists	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	English Language Development Specialists - Maintain 4 ELD specialists to support students and staff at elementary schools with English Learners - Organize and conduct professional development in Designated ELD - Monitor progress of English Learners and recently reclassified students - Support Project G.L.A.D. and Step up to Writing training and program implementations - Assist in the analysis of data and review with staff - Provide demonstration lessons - Participate in SST's, IEP's, and the development of ILP's for English learners - Provide direct intervention services to English Learners The work of ELD specialists provide support to teachers, instructional assistants and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 2, 10, 17, & 18

Goal 1, Action 3 Elementary ELD Instructional Assistants	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC.	Metrics 2, 10, 17, & 18

Goal 1, Action 4 Dual Immersion Teacher Cost Share	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%). (**% is too small at school level for percentage) 4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools)	Research shows that smaller class size coupled with effective teaching practices results in greater students achievement. The makeup of classrooms is primarily of unduplicated students with a concentration of students who are English learners and low-income. Teachers and instructional assistants provide students with small group and 1:1 instruction that will towards student academic success. - This action will fund the partial cost to run the dual immersion classes as it provides the most effective environment for English Language Learners to thrive academically - This action will reduce class size so that there are 5 to 7 fewer students per class to provide additional support to ELD & Low-income students. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1, 2, 9, 10, 17, & 18

Goal 1, Action 5 Dual Immersion Instructional Assistants	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. Disney ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (68.04%); ELs (16.67%); SEDs (55.00%); Homeless (**%); Foster (**%). Disney Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (50.00%); ELs (7.70%); SEDs (36.91%); Homeless (**%); Foster (**%). McKinley ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 202-23 baseline: All (45.46%); ELs (0.0%); SEDs (31.33%); Homeless (**%); Foster (**%). McKinley Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (37.05%); ELs (11.11%); SEDs (19.27%); Homeless (**%); Foster (**%). (**% is too small at school level for percentage)	4th and 5th Grade Class Size Reduction for Targeted Subgroups - Disney Elementary and McKinley Elementary (Title I Schools) - Instructional assistants are not provided in general education classrooms and only for one hour per day in transitional kindergarten and kindergarten classrooms - Provide Instructional Assistants (IAs) - Primary Language Support for three hours daily - Provide 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 State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1, 2, 9, 10, 17, & 18

Goal 1, Action 6 Secondary Designated ELD Teachers	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth to provide supplemental English language development instruction in addition to the core instruction provided at the site. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	Designated ELD (additional courses) - Provide a separate, additional classes for students who are in Transition English to teach the Standards for ELD (designated ELD) - Support to secondary students who are English learners - Certificated salaries and related statutory benefits State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 2, 10, 17, & 18
Goal 1, Action 7 Interpreters for Second Language Learner Parents	Interpreters (written and spoken) for Second Language Students, Parents, and Family Members - 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 whose children may also be considered low-income students, foster youth, and students experiencing homelessness	Metrics 2, 10, 17, & 18

Goal 1, Action 8 Induction Professional Development Teacher on Special Assignment	New hires and teaching staff need support for entering into the workforce as well as a mechanism to finish their credentialing to be full-time, highly qualified, permanent teachers. Often times vacancies and new hires are positions that work with our most vulnerable populations including English Learners, Foster Youth, and students experiencing homelessness.	Teacher on Special Assignment will provide professional development services to induction teachers focusing on the teaching and learning needs of unduplicated students. Attention will be given to the mastery of standards, engagement practices, monitoring, intervention services, assessments, and parent communication. The goal is twofold: raise the leveling of instructional services provided by the teacher with the additional benefit that students receive from better instructional practices that are consistently administered. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1-16

Goal 1, Action 9 Professional Development Day Costs for All Teachers (1 1/2 days)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	The focus of professional development is on the delivery of instruction and researched-based strategies to differentiate instruction for unduplicated student groups. English learners, low-income students, and foster youth will benefit from the focus on their instructional needs and the subsequent delivery of lessons by teachers. The training will focus on dimensions of diversity, equity, and inclusion as they impact the teaching and learning of students who are low-income, foster, experiencing homelessness, and English learners. Specific curricular supplemental resources, instructional strategies, monitoring systems, interventions, and outcomes will be components of the training. The goal of the training is to raise teaching and learning so that unduplicated students benefit from the work of the instructional staff in getting students more successful in their academic career while also attending to social-emotional learning. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1-16

Goal 1, Action 10 Elementary Response to Intervention for Reading/Language Arts and Math	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	Intervention teachers and instructional assistants will: - Provide direct intervention to students at skill level provided by certificated classroom and intervention teachers using research-based materials - Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program - Utilize part-time intervention teachers and instructional assistants to provide direct support to students - Provide direct intervention for underperforming students by certificated classroom and intervention teachers and instructional assistants - Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program - Utilize part-time intervention teachers and instructional assistants to provide direct support to students - Create targeted Math Intervention sections at the middle schools - When the math intervention classes cannot be secured because of staffing, the budget funds can be used for aide support or supplemental materials. The outcome is to have students master State standards through the delivery of instruction that has high engagement practices, monitoring, assessments, and parent communication. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1-16

Goal 1, Action 11 Middle School School Psychologist (2.0 FTEs)	Approximately 40% of middle school students qualify for free/reduced lunch and about 20% of these same students experience a high rate of D/F grades. Additionally, about 10% of students in middle schools are English learners. These two psychologist positions serve all three unduplicated populations.	These two psychologist positions serve all three unduplicated populations. They assess students, work with teachers to support the learning needs of students, provide professional development, consult with parents, and assist administrators. The work of the psychologists will help to lower the D/F rates of middle school students, increase attendance and increase test scores. The impact on English learners will be to maintain and increase performance on their daily work and the ELPAC. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 20-28
Goal 1, Action 12 Behavior Specialists (2.0 FTEs)	Two Behavior Specialists at schools will work with low-income, foster youth, students experiencing homelessness, and English learners. These Behavior Specialists will be working exclusively with the schools with high populations of targeted student subgroups. Anecdotal data indicates a rise in the number of students who have increasing behavior and academic needs. At the elementary level especially, the number of students requiring greater assistance has dramatically increased over the past three years going from one/two students in severe need to over 20 students across the district. These students are displaying major meltdowns and become physical to their peers and adults. Their parents are in crisis mode as they also want to work with their children and school staff.	Behavior specialists work not with the students directly but with teachers, instructional staff, administrators, and parents. Behavior specialists participate in student study teams, 504s, and Special Education. Supporting low-income, English learners and homeless/foster youth will result in fewer outbursts, more focused students, greater attendance, and increased achievement as measured by SBAC data and attendance. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metric 42

Goal 1, Action 13 English Learner Program, Supplemental Supports	There is a need to establish a baseline ELD program for students who are working towards English proficiency as an English Learner. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	The program is designed to increase or improve services by: - Provide support for English Learner students in classes by Instructional Assistants - Provide supplemental materials and supplies to support site-based English Learner 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 The work of instructional assistants paid by Maintenance of Effort funds provides support to teachers, instructional assistants and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness. English learners may also be students who may also be considered low-income students, foster youth, and/or students experiencing homelessness. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 2, 10, 17, & 18

Goal 1, Action 14 Full Time Curriculum Specialists for all elementary schools	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%).	The Curriculum Specialists for all elementary schools will increase or improve services through the following duties and tasks: Manage site assessments (including ELPAC) Manage and supervise site RTI program to support underperforming students Organize and conduct professional development Analyze data and review with staff Demonstrate lessons Provide direct intervention services to underperforming students in targeted subgroups including low-income students, English learners, foster youth, and students experiencing homelessness State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1-16

Goal 1, Action 15 Library Coordinators at Elementary Schools	The LCAP Committee continues to identify a need to provide unduplicated students access to libraries and technology computer labs during the school day to support student learning and therefore recommends that this remain an action for the 2023-24 LCAP. Access to primary language materials, software programs, and guided supplemental instructional lessons provided students with access to relevant and meaningful learning experiences to encourage and advance learning across all content areas. Library aides and multi-media technology specialists provide improved or increased services principally directed toward unduplicated students with 21st-century learning styles specifically for students who may not have access to these services at home or in the community. This is an ongoing action from the 2017-2020 LCAP. Student achievement data shows that English learners, foster youth, and students experiencing homelessness well achieve in elementary schools and the reclassification rates are relatively high and stable. Unduplicated student groups will be better equipped in English Language Arts as measured by District assessments.	Provide focused services to English Learners, Socioeconomically disadvantaged students, foster youth, and students experiencing homelessness through the services that they provide. Services include a concentration on literacy-based skills phonics, word recognition, comprehension, and other age-appropriate literacy standards. Stock and weed collections Manage information systems Manage school-wide Accelerated Reader Program Provide direct services to classes and targeted subgroup students Provide after school access to the library for targeted subgroup students State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Seven: Course Access (Conditions of Learning) BUSD Board of Education Goal 1: Students will be career/college ready via high-quality instruction	Metrics 1-8
Goal 1, Action 16 Targeted support for Twice Exceptional students	BUSD believes in learning beyond the core curriculum by providing GATE enrichment activities and opportunities for unduplicated student groups who may not have access outside of school due to the cost of a program and other restrictions. The LCAP committee identified a need to provide activities during and after school hours in the area of GATE in an effort to connect students to school, create positive experiences, and develop connections with adults. This action provides improved and increased services principally directed toward unduplicated ed students who may not be exposed to GATE activities due to their home environment or financial constraints. This budgeted expenditure is to cover partial costs of the GATE program for students who are English learners, low-income students, and foster youth.	This is an increased service to these unduplicated student groups as they benefit from participating in the GATE program and are challenged by the activities implemented through the program. Research has identified several barriers to student participation in GATE that come from families with challenges such as learning a new language, homelessness, or low socio-economic status. This action will make sure these students are not under-identified or unsupported in their academic classes.	Metrics 8 & 16

Goal 1, Action 17 Elementary ELD Instructional Supports (staff and/or materials)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC. ELD resources, materials, and supplies. The priority with these funds is to provide instructional assistants to work with english learners. Often times, these positions are hard to fill and remain vacant. In these circumstances, funds will be redirected to purchase resources, materials, and supplies such as but not limited to: - Translated materials - Devices to assist with translation and english language acquisition - Software or programs to assist with translation and english language acquisition. - Intervention staff and/or programs - Intervention materials.	Metrics 2, 10, 17, & 18

Goal 1, Action 18 Secondary Sheltered ELD Sections (Social Studies and Science)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	Secondary Sheltered ELD Sections are designed to reduce class size or dedicate sheltered sections for ELD students in the subjects of Social Science and Science. These subjects are language intensive subjects that require additional support from instructional staff to provide small group instruction and/or differentiation. Smaller class sized or dedicated sections will allow for teaching staff to better support english learners in these core subject areas.	Metrics 2, 10, 17, & 18

Goal 2, Action 1 Monterey Teachers (4.0 FTEs)	The continuation high school program allows an academically supportive environment, especially for English learners and Socio-Economically Disadvantaged students who make up a large portion of the learning environment 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. This is an ongoing action from the 2017-2020 LCAP. Student achievement data shows that English learners, foster youth, and students experiencing homelessness will achieve in this high school environment.	Four additional teachers at Monterey High School will provide instructional services to unduplicated students in the continuation school environment. - The continuation high school serves a large number of students that represent our low-income students, English learners, foster/homeless students. - Will increase services to unduplicated students by giving teachers greater opportunities to provide individualized instruction to meet unique student needs. - Low-income, English learners, and foster/homeless youth within this smaller setting will receive small group instruction more regularly, increased 1:1 instruction, closely monitored academic progress, increased intervention beginning with Tier I and then advancing to Tier II as needed - Increasing teachers will improve communicate with parents about the academic and behavioral progress of the unduplicated students on this campus. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	Goal 2 Metrics 2-8 & 12

Goal 2, Action 2 Family Services Agency of Burbank (FSA) Counseling Program	English learners, foster youth, and low-income students have shown to have limited access to personal counseling as these families have voiced the inability to procure these services on their own. Research shows that when students are feeling emotionally safe, they are focused on their students and perform better academically. Unduplicated student groups benefit from this service as targeted funding gives an avenue for students to seek assistance from an outside agency as students may not feel comfortable talking with school district staff. Students may feel more comfortable talking with someone who has less affiliation with the school.	The Family Services Agency of Burbank (FSA) provided counseling and mental health services for low-income students, English learners, and foster/homeless students. Academic achievement counseling may also occur depending on the student's needs. The result will be a student who has someone to turn to and help to work with through crisis situation and positively impact his/her academic, social-emotional, and behavioral issue. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	Goal 2 Metric 10, 11, 12, 13, 16, & 17
Goal 2, Action 3 Secondary Summer School Credit Recovery	A large portion of students who take advantage of this learning opportunity is a part of the unduplicated student group. The D/F failure rate is at about 15% and therefore the need for a summer makeup opportunity is great. The opportunities that are provided to students during the summer are in all the core academic areas: English, math, science, and social studies. This program is effective because sometimes a student has only failed one semester of a course, which makes it impossible to remediate during the regular school year when the district does not offer semester-long courses. Additionally, the summer school offerings are not limited to just general education students. The program addresses the needs of Socio-Economically Disadvantaged students and English Language Learners.	Provide opportunities for high school students who have failed one or more courses during the regular school year to make up credits. The failure rate of students who are low-income, English learners, foster youth, and students experiencing homelessness is at a higher rate than other student subgroups. Credit recovery opportunities helps students towards course completion which leads towards graduation. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	Goal 2 Metrics 1 - 8 & 12

Goal 2, Action 4 Elementary At-Risk Intervention Specialists (11 FTEs)	Unduplicated students often have chronic absences; tardy absences, and/or failing grades. Research shows that when students are feeling emotionally safe, they are focused on their students and perform better academically. A need is identified by Elementary Princpals to have staff who can provide socio-emotional learning, respond to students in crisis, and work directly with parents to resolve attendance issues.	Elementary Intervention Specialists will specialize in providing interventions when students have chronic absences; tardy absences, and/or failing grades - Provide 1.0 FTE for each elementary school. - Concentrate focus on attendance. - Focus is also on character building especially for students in LACP subgroups. - Particularly, a focus on addressing chronic absenteeism. The district will access the services from LACOE and school sites will be given training and assistance from the Department of Student Services. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	Goal 2 Metrics 9 - 14
Goal 2, Action 6 School Climate & Mental Health Surveys (Hanover)	There is a need to develop and expand the areas of diversity, equity, and inclusion from an independent service provider who will coordinate all of the District's diversity, equity, and inclusion (DEI) efforts into one cohesive plan and assists the District with a needs assessment and its subsequent implementation and oversight of diversity, equity, and inclusion efforts within the Burbank Unified School District.	BUSD surveys students, families, and staff annually to collect data on a variety of metrics that give us insight into the perspectives, perceptions, and experiences our students, families and staff have. We collect and analyze this data through an outside vendor to allow our participants to remain anonymous. Additionally, the results of these surveys help us measure growth in the metrics section of the LCAP.	Goal 2 Metrics 15-17
Goal 3, Action 1 Diversity, Equity, and Inclusion Consultant	There is a need to develop and expand the areas of diversity, equity, and inclusion from an independent service provider who will coordinate all of the District's diversity, equity, and inclusion (DEI) efforts into one cohesive plan and assists the District with a needs assessment and its subsequent implementation and oversight of diversity, equity, and inclusion efforts within the Burbank Unified School District.	This individual will develop, implement, and oversee professional development training for staff on cultural competency, implicit bias, gender difference, disability, sexual harassment, inclusion and diversity, and other topics designed to increase awareness and support of diversity, equity, and inclusion values. There is a need to diversify the curriculum, instructional approaches, and staff which will have a positive impact on the BIPOC community who has a history of experiencing	Goal 3 Metrics 1 & 2

Goal 3, Action 2 Diversity, Equity, & Inclusion Site Teacher Lead Stipends	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	As a continued extension and progression of the professional development, training, and support our campuses have received in diversity, equity, and inclusion (DEI) practices, a stipend will be given to select teachers on campus who will act as a liaison for students to receive support and voice issues or concerns regarding DEI. Teachers receiving the DEI stipend will collaborate with our DEI consultants and will assist in leading site discussions and professional development for the DEI initiative.	Goal 3 Metrics 1 & 2

Goal 3, Action 3 Diversity, Equity, & Inclusion Site Lead Collaboration Time	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	As a continued extension and progression of the professional development, training, and support our campuses have received in diversity, equity, and inclusion (DEI) practices, collaboration time will be provided to select teachers on campus who will act as a liaison for students to receive support and voice issues or concerns regarding DEI. Teachers will collaborate with our DEI consultants and will assist in leading site discussions and professional development for the DEI initiative.	Goal 3 Metrics 1 & 2
Goal 1, Action 19 ELD Instructional Assistants, Secondary (5 FTE)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7%	English Language Development Instructional Assistants - 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 The work of ELD instructional assistants provide support to teachers and students will result in increases (or maintaining when at a high level like reclassification rate) in student achievement and teacher/instructional assistant effectiveness on ELA and math SBAC.	Metrics 2, 10, 17, & 18

Goal 1, Action 20 Culturally Responsive Pedagogy PD (K-12 PLCs in ELA & Math)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	Culturally Responsive Pedagogy PD will create time and space for teachers to work in professional learning communities with identified lead teachers, site administration, and district administration. Collaboration will be focused on instructional practices including our district work in diversity, equity, and inclusion as well as the following: - Equity in grading - Best practices in culturally relevant instruction - Research interventions - The DuFour's essential questions for professional learning communities - Local data from formative assessments and district benchmarks - Plan-Do-Study-Act Cycles	Metrics 1-16, 20-29, & 34-39

Goal 1, Action 21 RTI Assessment Programs (i-Ready Assessment & School City)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	RTI Assessment Programs will provide students, staff, and families with performance data to make data-driven decisions regarding interventions for individual, small-group, and whole-group instructional practices. Data will be used to guide professional learning community work in course-alike cohorts as well as grade-level cohorts. Local data is essential in meeting the local indicators on the CA Dashboard. These local assessments will help measure the successful implementation of California State Standards.	Metrics 1-16, 20-29, & 34-39

Goal 2, Action 7 Partial SOAR Program Staffing (CDS) (1 teacher; 1 para; 2 specialists)	The action being developed is based on the needs of English learners, socioeconomically disadvantaged students (low-income students), and foster youth. The following data set provides the reader with additional data for comparative purposes. ELA SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (58.43%); ELs (13.41%); SEDs (47.15%); Homeless (42.86%); Foster (**%). Math SBAC data indicates the following need to raise the percentage of students who meet or exceed the standard from the following 2022-23 baseline: All (44.40%); ELs (15.14%); SEDs (32.74%); Homeless (28.58%); Foster (**%). 22-23 ELPAC making progress rate is 57.7%. 2022-23 reclassification rate is 20.7% The data indicate that the needs of English learners and low-income students are significant.	This action item will provide the necessary resources to run smaller class sizes at the community day school for our targeted 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. Smaller class sizes allow teachers to provide students with direct interactive instruction as individuals and in small groups. English learners, Foster Youth, and Socio-Economically Disadvantaged students often have learning gaps that require more individual attention. Smaller class sizes provide more opportunities for longer and more frequent teacher/student/teacher instruction and interaction.	Goal 2 Metrics 2-8 & 12

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 5 Homeless/Foster/At-Risk Youth Specialist	Students experiencing homelessness and foster youth students need support accessing local and regional resources. Additionally, traditional methods of communication with families are often times not accessible to families in these circumstances. A need for a staff membe who can act as an advocate on behalf of thes student group and individual students has been identified based on the fequency in which these students' ability to access the academic program as well as additional services and activities is often times overlooked or not addressed by traditional staffing.	Transportation and access to local and regiongal services will be communicated directly with families and individualized communication will be provided to Students and parents experiencing homelessness or who are placed in foster care. Students and famlies will be assisted by this staff to advocate for additional resources and considerations to be able to access the instructional programs as well as other activities and programs. State of California Priorities: Priority One: Basic (Conditions of Learning) Priority Two: State Standards (Conditions of Learning) Priority Three: Parental Involvement (Engagement) Priority Four: Pupil Achievement (Pupil Outcomes) Priority Five: Pupil Engagement (Engagement) Priority Six: School Climate (Engagement) Priority Seven: Course Access (Conditions of Learning) Priority Eight: Other Pupil Outcomes (Pupil Outcomes) BUSD Board of Education Goal 2: Students will be physically, emotionally, and mentally healthy	Goal 2 Metrics 5, 6, 9, 10, 11, 12, 13, & 14

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$167,202,935.00	$11,351,994.00	6.79%	0.00%	6.79%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$12,201,496.00	$165,610,447.00	$0.00	$0.00	$177,811,943.00	$137,915,407.00	$39,896,536.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Elementary Class Size Reduction Grades 4 and 5	All	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans,4th and 5th, Specific Schools,Disney Elementary - McKinley Elementary		$216,538	$0	$216,538	$0	$0	$0	$216,538	0.00%
1	2	Elementary ELD Specialists	All	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5	Ongoing	$604,561	$0	$604,561	$0	$0	$0	$604,561	0.00%
1	3	Elementary ELD Instructional Assistants	All	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5	Ongoing	$464,193	$0	$464,193	$0	$0	$0	$464,193	0.00%
1	4	Dual Immersion Teacher Cost Share	All	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools,McKinley Elementary & Disney Elementary	Ongoing	$627,034	$0	$627,034	$0	$0	$0	$627,034	0.00%

1	5	Dual Immersion Instructional Assistants	All	Yes	Schoolwide	English learner (EL)	Specific Schools,Disney Elementary & McKinley Elementary	Ongoing	$163,845	$0	$163,845	$0	$0	$0	$163,845	0.00%
1	6	Secondary Designated ELD Teachers	All	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-12	Ongoing	$690,004	$0	$690,004	$0	$0	$0	$690,004	0.00%
1	7	Interpreters for Second Language Learner Parents	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$153,102	$0	$153,102	$0	$0	$0	$153,102	0.00%
1	8	Induction Professional Development Teacher on Special Assignment	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$26,561	$0	$26,561	$0	$0	$0	$26,561	0.00%
1	9	Professional Development Day Costs for All Teachers (1 1/2 days)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,000,000	$0	$1,000,000	$0	$0	$0	$1,000,000	0.00%
1	10	Elementary Response to Intervention for Reading/Language Arts and Math	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5, All Schools	Ongoing	$548,376	$0	$548,376	$0	$0	$0	$548,376	0.00%
1	11	Middle School School Psychologist (2.0 FTEs)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,6-8	Ongoing	$358,485	$0	$358,485	$0	$0	$0	$358,485	0.00%
1	12	Behavior Specialists (2.0 FTEs)	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$202,555	$0	$202,555	$0	$0	$0	$202,555	0.00%
1	13	English Learner Program, Supplemental Supports	All	Yes	LEA-wide	English learner (EL)	All Schools		$1,533,613	$0	$1,533,613	$0	$0	$0	$1,533,613	0.00%
1	14	Full Time Curriculum Specialists for all elementary schools	All	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans,TK - 5	Ongoing	$1,531,456	$0	$1,531,456	$0	$0	$0	$1,531,456	0.00%
1	15	Library Coordinators at Elementary Schools	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5	Ongoing	$488,746	$0	$488,746	$0	$0	$0	$488,746	0.00%
1	16	Targeted support for Twice Exceptional students who qualify as GATE and are included in the unduplicated count	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$5,000	$5,000	$10,000	$0	$0	$0	$10,000	0.00%

1	17	Elementary ELD Instructional Supports (staff and/or materials)	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5		$170,000	$50,034	$220,034	$0	$0	$0	$220,034	0.00%
1	18	Secondary Sheltered ELD Sections (Social Studies and Science)	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-8		$439,473	$0	$439,473	$0	$0	$0	$439,473	0.00%
1	19	ELD Instructional Assistants, Secondary (5 FTE)	Long-term English learner, English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-12		$100,000	$0	$100,000	$0	$0	$0	$100,000	0.00%
1	20	Culturally Responsive Pedagogy PD (K-12 PLCs in ELA & Math)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$75,000	$50,000	$125,000	$0	$0	$0	$125,000	0.00%
1	21	RTI Assessment Programs (i-Ready Assessment & School City)	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0	$146,634	$146,634	$0	$0	$0	$146,634	0.00%
1	22	GATE Program Annual Identification Assessment Process	All	No				Ongoing	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
1	23	District GATE Coordinator	All	No					$25,658	$0	$0	$25,658	$0	$0	$25,658	0.00%
1	24	Secondary Art Supplies and Materials		No				Ongoing	$0	$12,600	$0	$12,600	$0	$0	$12,600	0.00%
1	25	Provide support for students with disabilities to achieve their Individual Education Plan (IEP) goals.	All	No				Ongoing	$0	$39,217,554	$0	$39,217,554	$0	$0	$39,217,554	0.00%
1	26	Elementary Music Teachers Staffing	All	No				Ongoing	$537,498	$0	$0	$537,498	$0	$0	$537,498	0.00%
1	27	Provide CTE Pathway offerings to Secondary Students	All	No				Ongoing	$1,269,998	$0	$0	$1,269,998	$0	$0	$1,269,998	0.00%
1	28	World Language Courses at Middle Schools		No				Ongoing	$399,101	$0	$0	$399,101	$0	$0	$399,101	0.00%
2	1	Monterey Teachers (4.0 FTEs)	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Monterey High School (Continuation)	Ongoing	$555,012	$0	$555,012	$0	$0	$0	$555,012	0.00%
2	2	Family Services Agency of Burbank (FSA) Counseling Program	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$131,500	$131,500	$0	$0	$0	$131,500	0.00%

2	3	Secondary Summer School Credit Recovery	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,9-12	Ongoing	$30,000	$100,000	$130,000	$0	$0	$0	$130,000	0.00%
2	4	Elementary Intervention Specialists (11 FTEs)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5	Ongoing	$1,036,020	$0	$1,036,020	$0	$0	$0	$1,036,020	0.00%
2	5	Homeless/Foster/At-Risk Youth Specialist	Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	$52,543	$0	$52,543	$0	$0	$0	$52,543	0.00%
2	6	School Climate & Mental Health Surveys (Hanover)	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$116,279	$116,279	$0	$0	$0	$116,279	0.00%
2	7	Partial SOAR Program Staffing (CDS) (1 teacher; 1 para; 2 specialists)	All	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans,9-12		$350,006	$0	$350,006	$0	$0	$0	$350,006	0.00%
3	1	Diversity, Equity, and Inclusion Consultant	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$46,935	$46,935	$0	$0	$0	$46,935	0.00%
3	2	Diversity, Equity, & Inclusion Site Teacher Lead Stipends	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$97,983	$0	$97,983	$0	$0	$0	$97,983	0.00%
3	3	Diversity, Equity, & Inclusion Site Lead Collaboration Time	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$35,008	$0	$35,008	$0	$0	$0	$35,008	0.00%
3	4	Certificated Personnel and Administrative Costs at the District and Site Level	All	No					$116,732,680	$0	$0	$116,732,680	$0	$0	$116,732,680	0.00%
4	2	Provide Facility and Maintenance Operations staff, including custodians to provide a clean, safe, and secure learning environment for all students.	All	No					$7,395,358	$0	$0	$7,395,358	$0	$0	$7,395,358	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$167,202,935.00	$11,351,994.00	6.79%	0.00% - No Carryover	6.79%	$12,201,496.00	0.00%	7.30%	**Total:**	$12,201,496.00
								LEA-wide Total:	$9,055,068.00
								Limited Total:	$52,543.00
								Schoolwide Total:	$3,093,885.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Elementary Class Size Reduction Grades 4 and 5	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans,4th and 5th, Specific Schools,Disney Elementary - McKinley Elementary	$216,538.00	0.00%
1	2	Elementary ELD Specialists	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5	$604,561.00	0.00%
1	3	Elementary ELD Instructional Assistants	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5	$464,193.00	0.00%
1	4	Dual Immersion Teacher Cost Share	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools,McKinley Elementary & Disney Elementary	$627,034.00	0.00%

1	5	Dual Immersion Instructional Assistants	Yes	Schoolwide	English learner (EL)	Specific Schools,Disney Elementary & McKinley Elementary	$163,845.00	0.00%
1	6	Secondary Designated ELD Teachers	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-12	$690,004.00	0.00%
1	7	Interpreters for Second Language Learner Parents	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$153,102.00	0.00%
1	8	Induction Professional Development Teacher on Special Assignment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$26,561.00	0.00%
1	9	Professional Development Day Costs for All Teachers (1 1/2 days)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,000,000.00	0.00%
1	10	Elementary Response to Intervention for Reading/Language Arts and Math	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5, All Schools	$548,376.00	0.00%
1	11	Middle School School Psychologist (2.0 FTEs)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,6-8	$358,485.00	0.00%
1	12	Behavior Specialists (2.0 FTEs)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$202,555.00	0.00%
1	13	English Learner Program, Supplemental Supports	Yes	LEA-wide	English learner (EL)	All Schools	$1,533,613.00	0.00%
1	14	Full Time Curriculum Specialists for all elementary schools	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans,TK - 5	$1,531,456.00	0.00%
1	15	Library Coordinators at Elementary Schools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5	$488,746.00	0.00%
1	16	Targeted support for Twice Exceptional students who qualify as GATE and are included in the unduplicated count	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$10,000.00	0.00%
1	17	Elementary ELD Instructional Supports (staff and/or materials)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,TK - 5	$220,034.00	0.00%
1	18	Secondary Sheltered ELD Sections (Social Studies and Science)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-8	$439,473.00	0.00%

1	19	ELD Instructional Assistants, Secondary (5 FTE)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans,6-12	$100,000.00	0.00%
1	20	Culturally Responsive Pedagogy PD (K-12 PLCs in ELA & Math)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$125,000.00	0.00%
1	21	RTI Assessment Programs (i-Ready Assessment & School City)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$146,634.00	0.00%
2	1	Monterey Teachers (4.0 FTEs)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Monterey High School (Continuation)	$555,012.00	0.00%
2	2	Family Services Agency of Burbank (FSA) Counseling Program	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$131,500.00	0.00%
2	3	Secondary Summer School Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,9-12	$130,000.00	0.00%
2	4	Elementary Intervention Specialists (11 FTEs)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,TK - 5	$1,036,020.00	0.00%
2	5	Homeless/Foster/At-Risk Youth Specialist	Yes	Limited	Low Income, Foster Youth	All Schools	$52,543.00	0.00%
2	6	School Climate & Mental Health Surveys (Hanover)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$116,279.00	0.00%
2	7	Partial SOAR Program Staffing (CDS) (1 teacher; 1 para; 2 specialists)	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans,9-12	$350,006.00	0.00%
3	1	Diversity, Equity, and Inclusion Consultant	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$46,935.00	0.00%
3	2	Diversity, Equity, & Inclusion Site Teacher Lead Stipends	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$97,983.00	0.00%
3	3	Diversity, Equity, & Inclusion Site Lead Collaboration Time	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$35,008.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$175,973,335.00	$167,971,385.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Elementary Class Size Reduction Grades 4 and 5	Yes	$228,508.00	$221,374.00
1	2	Extended Transitional Kindergarten	Yes	$0.00	$0.00
1	3	Elementary ELD Specialists	Yes	$390,697.00	$550,259.00
1	4	Elementary ELD Instructional Assistants	Yes	$481,389.00	$427,821.00
1	5	Dual Immersion Teacher Cost Share	Yes	$610,891.00	$625,451.00
1	6	Dual Immersion Instructional Assistants	Yes	$121,172.00	$155,513.00
1	7	Secondary Designated ELD Teachers	Yes	$874,908.00	$845,446.00
1	8	Interpreters for Second Language Learner Parents	Yes	$100,000.00	$50,634.00
1	9	Secondary Summer School - Extended Learning for English Learners	Yes	$52,000.00	$0.00
1	10	Preschool Partial Cost of Teacher and Instructional Assistant for Unduplicated Students	Yes	$0.00	$0.00
1	11	Professional Development Day Costs for All Teachers (1 1/2 days)	Yes	$1,000,000.00	$1,000,000.00
1	12	Induction Professional Development Teacher on Special Assignment	Yes	$25,428.00	$24,217.00
1	13	Peer Assistance and Review Teacher on Special Assignment (TOSA) (0.2	Yes	$28,177.00	$30,388.00

		FTE)			
1	14	Elementary Response to Intervention for Reading/Language Arts and Math	Yes	$500,839.00	$464,523.00
1	15	Middle School School Psychologist (2.0 FTEs)	Yes	$330,098.00	$408,142.00
1	16	Teacher Support and Professional Development for Instructional Technology TOSA (0.2 FTE)	Yes	$27,040.00	$26,734.00
1	17	Behavior Specialists (2.0 FTEs)	Yes	$175,218.00	$193,075.00
1	18	English Learner Program, Supplemental Supports	Yes	$1,442,578.00	$1,351,888.00
1	19	Full Time Curriculum Specialists for all elementary schools	Yes	$1,513,911.00	$1,646,518.00
1	20	Library Coordinators at Elementary Schools	No	$383,100.00	$386,600.00
1	21	Professional Development Teacher on Special Assignment	Yes	$0.00	$0.00
1	22	GATE Program Annual Identification Assessment Process	No	$20,000.00	$20,000.00
1	23	District GATE Coordinator	No	$26,201.00	$28,031.00
1	24	Music Instrument Repair and Replacement	No	$20,000.00	$20,000.00
1	25	Secondary Art Supplies and Materials	No	$12,600.00	$12,600.00
1	26	World Language Courses at Middle Schools	No	$500,179.00	$345,084.00
1	27	Provide support for students with disabilities to achieve their Individual Education Plan (IEP) goals.	No	$38,217,950.00	$37,399,108.00
1	28	Targeted support for at-promise students who are in the GATE Program.	Yes	$5,000.00	$2,600.00
1	29	Elementary Music Teachers Staffing	No	$295,181.00	$444,199.00
1	30	Secondary Summer School Stipends for Credit Recovery	Yes	$0.00	$0.00

1	31	Provide CTE Pathway offerings to Secondary Students	No	$1,839,189.00	$1,196,958.00
2	1	High School Counselors (3.0 FTEs)	Yes	$407,298.00	$305,806.00
2	2	Middle School Counselors (3.0 FTE)	Yes	$418,449.00	$429,292.00
2	3	Monterey Teachers (4.0 FTEs)	Yes	$525,201.00	$600,213.00
2	4	Monterey High School Assistant Principal	Yes	$155,545.00	$189,255.00
2	5	Community Day School Teachers (2.0 FTEs)	Yes	$267,319.00	$293,794.00
2	6	Community Day School Instructional Assistants (4.0 FTEs)	Yes	$155,126.00	$124,604.00
2	7	Intervention Sections	Yes	$0.00	$0.00
2	8	Family Services Agency of Burbank (FSA) Counseling Program	Yes	$30,000.00	$230,000.00
2	9	Secondary English Learners Initial Credit Summer School	Yes	$170,478.00	$27,404.00
2	10	Secondary Online Credit Recovery	Yes	$322,439.00	$67,671.00
2	11	Secondary At-Risk Intervention Specialists (6 FTEs)	Yes	$448,725.00	$451,354.00
2	12	Elementary At-Risk Intervention Specialists (11 FTEs)	Yes	$927,751.00	$942,109.00
2	13	Costs for PBIS Training	Yes	$33,000.00	$0.00
2	14	Homeless/Foster/At-Risk Youth Specialist	Yes	$86,878.00	$52,703.00
2	15	Students Experiencing Homelessness Transportation Services	No	$0.00	$0.00
2	16	Diversity, Equity, & Inclusion Supplemental Materials	Yes	$10,000.00	$656.00
2	17	School Climate & Mental Health Surveys (Hanover)	Yes	$52,000.00	$43,781.00
3	1	Diversity, Equity, and Inclusion Consultant	Yes	$44,700.00	$45,000.00
3	2	Professional Development on Diversity, Equity, and	Yes	$10,000.00	$0.00

		Inclusion			
3	3	Certificated Personnel and Administrative Costs at the District and Site Level	No	$108,796,194.00	$108,796,192.00
3	4	Diversity, Equity, & Inclusion Mental Health Consultant	Yes	$25,000.00	$0.00
3	5	Diversity, Equity, & Inclusion Site Teacher Lead Stipends	Yes	$136,488.00	$98,697.00
3	6	Diversity, Equity, & Inclusion Site Lead Collaboration Time	Yes	$69,776.00	$85,507.00
4	1	Provide Facility and Maintenance Operations staff, including custodians to provide a clean, safe, and secure learning environment for all students.	No	$13,658,714.00	$7,310,184.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$11,258,600.00	$12,204,027.00	$12,011,072.00	$192,955.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Elementary Class Size Reduction Grades 4 and 5	Yes	$228,508.00	$221,374.00	0.00%	0.00%
1	2	Extended Transitional Kindergarten	Yes	$0.00	$0.00	0.00%	0.00%
1	3	Elementary ELD Specialists	Yes	$390,697.00	$550,259.00	0.00%	0.00%
1	4	Elementary ELD Instructional Assistants	Yes	$481,389.00	$427,821.00	0.00%	0.00%

1	5	Dual Immersion Teacher Cost Share	Yes	$610,891.00	$625,451.00	0.00%	0.00%
1	6	Dual Immersion Instructional Assistants	Yes	$121,172.00	$155,513.00	0.00%	0.00%
1	7	Secondary Designated ELD Teachers	Yes	$874,908.00	$593,816.00	0.00%	0.00%
1	8	Interpreters for Second Language Learner Parents	Yes	$100,000.00	$50,634.00	0.00%	0.00%
1	9	Secondary Summer School - Extended Learning for English Learners	Yes	$52,000.00	$0.00	0.00%	0.00%
1	10	Preschool Partial Cost of Teacher and Instructional Assistant for Unduplicated Students	Yes	$0.00	$0.00	0.00%	0.00%
1	11	Professional Development Day Costs for All Teachers (1 1/2 days)	Yes	$1,000,000.00	$1,000,000.00	0.00%	0.00%
1	12	Induction Professional Development Teacher on Special Assignment	Yes	$25,428.00	$24,217.00	0.00%	0.00%
1	13	Peer Assistance and Review Teacher on Special Assignment (TOSA) (0.2 FTE)	Yes	$28,177.00	$30,338.00	0.00%	0.00%
1	14	Elementary Response to Intervention for Reading/Language Arts and Math	Yes	$500,839.00	$464,523.00	0.00%	0.00%
1	15	Middle School School Psychologist (2.0 FTEs)	Yes	$330,098.00	$408,142.00	0.00%	0.00%
1	16	Teacher Support and Professional Development for Instructional Technology TOSA (0.2 FTE)	Yes	$27,040.00	$26,734.00	0.00%	0.00%
1	17	Behavior Specialists (2.0 FTEs)	Yes	$175,218.00	$193,075.00	0.00%	0.00%
1	18	English Learner Program, Supplemental Supports	Yes	$1,442,578.00	$1,603,518.00	0.00%	0.00%
1	19	Full Time Curriculum Specialists for all elementary schools	Yes	$1,513,911.00	$1,646,136.00	0.00%	0.00%
1	21	Professional Development Teacher on Special Assignment	Yes	$0.00	$0.00	0.00%	0.00%

1	28	Targeted support for at-promise students who are in the GATE Program.	Yes	$5,000.00	$2,600.00	0.00%	0.00%
1	30	Secondary Summer School Stipends for Credit Recovery	Yes	$0.00	$0.00	0.00%	0.00%
2	1	High School Counselors (3.0 FTEs)	Yes	$407,298.00	$305,806.00	0.00%	0.00%
2	2	Middle School Counselors (3.0 FTE)	Yes	$418,449.00	$429,292.00	0.00%	0.00%
2	3	Monterey Teachers (4.0 FTEs)	Yes	$525,201.00	$600,213.00	0.00%	0.00%
2	4	Monterey High School Assistant Principal	Yes	$155,545.00	$189,255.00	0.00%	0.00%
2	5	Community Day School Teachers (2.0 FTEs)	Yes	$267,319.00	$293,794.00	0.00%	0.00%
2	6	Community Day School Instructional Assistants (4.0 FTEs)	Yes	$155,126.00	$124,604.00	0.00%	0.00%
2	7	Intervention Sections	Yes	$0.00	$0.00	0.00%	0.00%
2	8	Family Services Agency of Burbank (FSA) Counseling Program	Yes	$30,000.00	$230,000.00	0.00%	0.00%
2	9	Secondary English Learners Initial Credit Summer School	Yes	$170,478.00	$27,404.00	0.00%	0.00%
2	10	Secondary Online Credit Recovery	Yes	$322,439.00	$67,404.00	0.00%	0.00%
2	11	Secondary At-Risk Intervention Specialists (6 FTEs)	Yes	$448,725.00	$451,354.00	0.00%	0.00%
2	12	Elementary At-Risk Intervention Specialists (11 FTEs)	Yes	$927,751.00	$942,107.00	0.00%	0.00%
2	13	Costs for PBIS Training	Yes	$33,000.00	$0.00	0.00%	0.00%
2	14	Homeless/Foster/At-Risk Youth Specialist	Yes	$86,878.00	$52,703.00	0.00%	0.00%
2	16	Diversity, Equity, & Inclusion Supplemental Materials	Yes	$10,000.00	$0.00	0.00%	0.00%
2	17	School Climate & Mental Health Surveys (Hanover)	Yes	$52,000.00	$43,781.00	0.00%	0.00%
3	1	Diversity, Equity, and Inclusion Consultant	Yes	$44,700.00	$45,000.00	0.00%	0.00%
3	2	Professional Development on Diversity, Equity, and Inclusion	Yes	$10,000.00	$0.00	0.00%	0.00%

3	4	Diversity, Equity, & Inclusion Mental Health Consultant	Yes	$25,000.00	$0.00	0.00%	0.00%
3	5	Diversity, Equity, & Inclusion Site Teacher Lead Stipends	Yes	$136,488.00	$98,697.00	0.00%	0.00%
3	6	Diversity, Equity, & Inclusion Site Lead Collaboration Time	Yes	$69,776.00	$85,507.00	0.00%	0.00%

2023-2024 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
	$11,258,600.00	0.00%	0.00%	$12,011,072.00	0.00%	0.00%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

2024-2027
BUSD LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP) FIRST READING

STARTING A NEW 3-YEAR CYCLE IN 2024-2025

BURBANK UNIFIED SCHOOL DISTRICT

Equity and Excellence

BURBANK
UNIFIED SCHOOL DISTRICT

24-25 LCAP ADOPTION PROCESS

PLANNING FOR SUPPLEMENTAL BUDGET FOR THE 2024-2025 SCHOOL YEAR AND PLAN REVISIONS

LCAP MUST ADDRESS EIGHT STATE PRIORITIES

BURBANK UNIFIED SCHOOL DISTRICT

- Student access to basic school services.
  - Teacher assignments based on credentials
  - Textbooks and instructional materials
  - Facilities in good repair
- Implementation of academic standards.
- Parent involvement and participation.
- Student achievement and outcomes along multiple measures.
- Student engagement, attendance, absenteeism, graduation rate, drop out rate.
- School climate, suspension rate, expulsion rate, and other locally identified means.
- Pupil access and enrollment in a broad course of study.
- Other student outcomes in subjects in a broad course of study.

LCAP MUST IDENTIFY LOCALLY SET GOALS

BURBANK UNIFIED SCHOOL DISTRICT

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the goal one metrics

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the goal two metrics

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance.

4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements.

LOCAL CONTROL FUNDING FORMULA (LCFF)

- Local Control Funding Formula (LCFF)
  - A State of California funding formula to fund school districts
  - Base Funding (Calculated with Student Average Daily Attendance (ADA) in grades TK-3; 4-6; 7-8; 9-12)
  - Supplemental Funding (Unduplicated student count/Counted once)
    - English Language Learners
    - Students in Foster Care
    - Students who are Experiencing Homeless
    - Students who are socio-economically disadvantaged (based on participation in the National School Lunch Program)
  - Concentration Funding
    - Targeted Unduplicated Pupils exceeding 55% of district enrollment

Schools	Total Enrollment	F & R Meal Program	Foster	Homeless	English Learners	Total Unduplicated Count
2023-2024						
Elementary Schools	5827	1634	9	16	967	2206
Middle Schools	3239	1023	5	5	311	1269
High Schools	4975	1428	9	21	413	1770
BUSD	**14041**	**4085**	23	42	**1691**	5245
2022-2023						
Elementary Schools	5861	1787	9	14	873	2172
Middle Schools	3290	1133	10	5	262	1226
High Schools	5184	1643	10	19	413	1842
BUSD	**14370**	**4573**	29	38	**1550**	5251
2021-2022						
Elementary Schools	5963	1607	10	18	894	2165
Middle Schools	3193	989	9	16	240	1182
High Schools	5016	1317	11	32	297	1667
BUSD	14331	3953	31	70	**1439**	5074

UNDUPLICATED PUPIL COUNT

Students only count once regardless of if they are included in multiple categories

BURBANK UNIFIED SCHOOL DISTRICT

2023-2024 LCAP MEETINGS AND ADOPTION TIMELINE

BURBANK UNIFIED SCHOOL DISTRICT

- Budget Update - November 15, 2023
- Initial Budget Discussion - December 13, 2023
- Initial Budget Proposal - January 24, 2024
- LCFF Budget Overview - February 7th, 2024
- Goal One (Instructional Services) - February 7th, 2024
- Goal Two & Goal Three (Educational Services & Human Resources) - March 6th, 2024
- LCAP Budget Update March 27th, 2024 - March 27th, 2024
- LCAP Town Hall and Action/Metric Review - May14th, 2024

- June 6th, 2024 - School Board Meeting - LCAP Presentation (First Reading)
- June 20th, 2024 - School Board Meeting - Final LCAP Adoption

OVERVIEW OF 23-24 LCAP MEETINGS

BURBANK UNIFIED SCHOOL DISTRICT

- Presentations of Supplemental Budget
  - Initial Supplemental Budget
  - 1st Interim Estimates
  - 2nd Interim Estimates
  - Projections for 24-25 Supplemental Budget
- Meetings included a review of one or more of the LCAP Goals
  - Data review to measure the progress of the goal
  - Question and Answers based on the data review
  - Discussion on the activities designed to carry out the goal
- Finalize recommendations for the Superintendent and School Board

24-25 LCAP BUDGET PROPOSAL

PLANNING FOR SUPPLEMENTAL BUDGET FOR THE 2024-2025 SCHOOL YEAR

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

BURBANK UNIFIED SCHOOL DISTRICT

2022-23 Carryover	**$2,107,723**
2023-24 Projected Carryover	**$850,000**
2024-25 Projected Revenues	$11,351,994
2024-25 Projected Total Budget	$12,201, 994
2024-25 Projected Expenditures	$12,201,496
2024-25 Projected Carryover	**$498**

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

BURBANK UNIFIED SCHOOL DISTRICT

Reallocation of Funds

- We have a Supplemental budget shortfall of $1,257,191 in 24-25
- The total savings from reductions is $2,426,696

We will be reallocating $1,169,505 in the LCAP based on these reductions

Reallocation of funds to provide services with cost savings

- Implement alternative services that can be scaled based on future revenues
- Alleviate General Fund Budget
- Increase sustainability within the Supplemental Budget over the 3-year LCAP
- Increase services to English Learners based on increased enrollment and participation

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

LCAP Goals	23-24 Budget	23-24 Actuals	24-25 Budget
Goal 1 – Instructional Services	8,175,954	8,410,752	9,616,214
Goal 2 – Educational Services	4,060,209	3,758,640	2,344,592
Goal 3 – Personnel Services	285,964	229,204	181,935
Total Projected Expenditures	**12,522,127**	**12,652,737**	**12,201,496**
	2022-2023	**2023-2024**	**2024-2025**
Carry Over	2,108,812	**846,405**	**$498**

24-25 LCAP BUDGET PROPOSAL

SUPPLEMENTAL BUDGET FOR THE 2024-2025 SCHOOL YEAR

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

BURBANK UNIFIED SCHOOL DISTRICT

Goal 1 Continued Action Items	Allocation
Elementary Class Size Reduction Grades 4 and 5 (Eight 0.25 FTEs)	216,538
Elementary ELD Specialists (4 FTEs)	604,561
Elementary ELD Instructional Assistants (20 positions)	464,193
Dual Immersion Teacher Cost Share (up to 39%)	627,034
Dual Immersion Instructional Assistants (8 positions)	163,845
Secondary Designated ELD Teachers	690,004
Interpreters for Second Language Learner Parents	153,102
Professional Development Day Costs for All Teachers (1 ½ Days)	1,000,000
Induction PD Teacher on Special Assignment (0.2 FTE)	26,561
Elementary Response to Intervention for Reading/Language Arts and Math	548,376
Middle School Psychologist (2.0 FTEs)	358,485
Behavior Specialists (2.0 FTEs)	202,555
English Learner Program – Minimum Program Requirements*	1,533,613
Full-Time Curriculum Specialists for all Elementary Schools (11 FTEs)	1,531,456
Library Coordinators at Elementary Schools (6.94 - FTEs)	448,746
Twice Exceptional Students (GATE Unduplicated)	10,000

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

BURBANK UNIFIED SCHOOL DISTRICT

Goal 1 New Action Items	Allocation
Elementary ELD Instructional Supports (staff and/or materials)	220,034
Secondary Sheltered ELD Sections (Social Studies and Science)	439,473
ELD Instructional Assistants, Secondary (5 FTE)	100,000
Culturally Responsive Pedagogy PD (K-12 PLCs in ELA & Math)	125,000
RTI Assessment Programs (i-Ready Assessment & School City)	146,634

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

BURBANK UNIFIED SCHOOL DISTRICT

Goal 2 Continued Action Items	Allocation
Monterey Teachers (5 FTEs)	555,012
FSA School Based Counseling Program for All Schools	131,500
Secondary Credit Recovery (Summer School & Apex Platform)	130,000
Elementary At-Risk Intervention Specialists (11 FTEs)	1,036,020
Student Services Attendance Specialist Foster/Homeless (1 FTE)	52,543
School Climate & Mental Health Survey Fall 2024 and Spring 2025 (Hanover)	116,279

Goal 2 New Action Items	Allocation
SOAR Program Staffing (CDS) (1 teacher; 1 para; 2 specialists)	350,006

24-25 BUDGET PLANNING SUPPLEMENTAL FUNDING (LCAP)

Goal 3 Continued Action Items	Allocation
Diversity, Equity, & Inclusion (DEI) Consultant (PD Planning with Leads & Admin)	44,935
DEI Site Teacher Lead Stipends (2-3 per site)	97,983
DEI Site Lead Collaboration	35,008

LCAP RESOURCES

- BUSD LCAP Website: https://www.burbankusd.org/lcap
- California School Dashboard: https://www.caschooldashboard.org/
- California Department of Education's LCFF Site http://www.cde.ca.gov/fg/aa/lc
- California Department of Education LCFF Frequently Asked Questions https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp
- Ed100: What is an LCAP? https://ed100.org/blog/lcap-hub
- California PTA LCAP/LCFF Information https://capta.org/focus-areas/lcfflcap/

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Mariam Abdelhamid, Director of Fiscal Services
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Assistant
DATE:	June 6, 2024
SUBJECT:	Report on Excess Reserves

Background:

Per Education Code Section 42127(a)(2)(B), districts that propose to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties (REU) must provide the following information at the public hearing for their proposed budget prior to budget adoption:

- The minimum reserve for REU level required in each year identified in the budget
- The amount of assigned and unassigned ending fund balance that exceeds the REU in each year
- Reasons for the REU being greater than the minimum

District's required REU level:

The District is required to retain a 3% REU, the Board of Education recognizing their duty to maintain fiscal solvency set Board policy to reserve an additional 3%.

District's Assigned and Unassigned Ending Fund Balances:

	2024-25	2025-26	2026-27
Beginning Balance	$41,932,235	$32,501,468	$21,479,998
Revenue	$213,302,136	$208,507,665	$212,773,892
Expense	$222,667,903	$219,464,136	$226,153,964
Non-Spendable	$100,060	$100,060	$100,060
Vacation Liability	$272,000	$272,000	$272,000
Committed	$9,799,069	$-0-	$-0-
Assigned LCAP Supplemental	$524,000	$-0-	$-0-

Restricted Ending Fund Balance	$9,667,066	$5,153,368	$277,045
Reserve (REU) 3%	$6,681,987	$6,585,874	$6,786,569
Board REU up to 3%	$16,349,053	$11,739,242	$876,297
Unassigned Fund Balance	($1,224,701)	$2,782,822	$-0-

District's Reasons for Unassigned Ending Fund Balance in Excess of REU:

It is prudent for the District to carry an amount over the required and Board approved reserved to protect against the volatility of state revenues.

Financial Impact:

None

Recommendations:

Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the Ending Fund Balance in Excess of reserve for economic uncertainties (REU), as presented.

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Mariam Abdelhamid, Director, Fiscal Services
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Assistant
DATE:	June 6, 2024
SUBJECT:	Report on the Education Protection Account (EPA) 2024-2025

Background:
Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012 temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a State account called the Education Protection Account (EPA). EPA funds are based on the proportionate share of the statewide revenue limit amount. A corresponding reduction is made to the local education agency's (LEA's) Local Control Funding Formula (LCFF) equal to the amount of their EPA entitlement.

California School District funding is comprised of three funding sources: State Aid, EPA and Property Taxes. The addition of the EPA funding source does not increase the amount of LCFF due to the District. The state aid portion is decreased accordingly.

Discussion/Issues:
At the beginning of each year, the Department of Finance will estimate the amount that will be transferred into the EPA. The 2024-2025 estimate of the EPA is the funds will be distributed in equal payments quarterly during the last 10 days of September, December, March and June.

EPA revenue funds will be deposited into restricted resource 1400, using revenue object code 8012.

Along with EPA came additional reporting requirements:

1) Each year the Board of Education must approve a spending plan for the EPA money (LACOE is requesting approval in the form of a board resolution).
2) The EPA funds cannot be used for the salaries or benefits of administrators or administrative costs.
3) The District must publish on its website the amount of EPA money received and how it was spent.
4) An annual audit will be required to verify that EPA funds were spent in accordance with the requirements of Proposition 30. The cost of this audit can be paid with EPA funds.
5) For fiscal years 2013-2014 through 2024-2025 the spending plan must be approved at the time the budget is adopted.

Spending Plan:
The District plans to use 100% of the EPA funding for certificated teacher salaries and related benefits. The estimated EPA for fiscal year 2024-2025 is $26,755,780.

Financial Impact:
None

Recommendations:
Andrew Cantwell, Assistant Superintendent, Administrative Services, will report on the Education Protection Account (EPA) 2024-25, as presented.

Burbank Unified School District
Office of the Superintendent

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	John Paramo, Superintendent
PREPARED BY:	Cindy Quiterio, Executive Assistant to the Board of Education and Superintendent
SUBMITTED BY:	Cindy Quiterio, Executive Assistant to the Board of Education and Superintendent
DATE:	June 6, 2024
SUBJECT:	Adoption of Resolution 40 – Specifying Method of Payment and Word Limitation for Candidate Statements

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Background:
On May 19, 2022, the Board of Education approved Resolution 45, ordering a Board of Education election with the statewide general election pursuant to Elections Code Section 13307(a)(d). The next general election will be held on November 5, 2024, and the Board of Education is being asked to adopt a Resolution specifying method of payment and word limitation for candidate statements.

Discussion/Issues:
The following Board Resolution for Candidate Statements (Local Nonpartisan Offices) will be submitted to the Los Angeles County Registrar-Recorder's Office. The purpose of the Resolution is to specify whether the candidate or the District will bear the costs of printing and distributing the statements, and to determine the word limitation (200 or 400 words).

Board of Education candidates will be asked to pay filing costs at the time of filing, and the candidates' statements will be limited to 200 words.

Fiscal Impact:
Board of Education candidates will be asked to pay filing costs at the time of filing.

Recommendation:
John Paramo, Superintendent, recommends that the Board of Education adopt Resolution 40 – Specifying Method of Payment and Word Limitation for Candidate Statements, as presented.

RESOLUTION 40
OF THE BURBANK UNIFIED SCHOOL DISTRICT
SPECIFYING METHOD OF PAYMENT AND WORD LIMITATION
FOR CANDIDATE STATEMENTS

***WHEREAS*,** a Board of Education election is scheduled to be held in the Burbank Unified School District on November 5, 2024, and;

***WHEREAS*,** Election Code § 13307 authorizes a local agency to stipulate the method of payment of a candidate's statement that is included in the voters' pamphlets; and

***WHEREAS*,** it is the responsibility of the Board of Education to establish the method of payment and the maximum word limitation;

NOW, THEREFORE, BE IT RESOLVED, that each candidate electing to have his/her candidate's statement included shall pay filing costs at the time of filing;

BE IT FURTHER RESOLVED, that the candidate's statement shall be limited to two hundred (200) words.

ADOPTED this 6th day of June, 2024

Aye: _____

Nay: _____

Abstain: _____

Absent: _____

Abby Pontzer Kamkar
Clerk, Board of Education
Burbank Unified School District

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Mariam Abdelhamid, Director, Fiscal Services
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Assistant
DATE:	June 6, 2024
SUBJECT:	Adoption of Resolution 41 Regarding the Education Protection Account (EPA) 2024-2025

Background:
Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012 temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a State account called the Education Protection Account (EPA). EPA funds are based on the proportionate share of the statewide revenue limit amount. A corresponding reduction is made to the local education agency's (LEA's) Local Control Funding Formula (LCFF) equal to the amount of their EPA entitlement.

California School District funding is comprised of three funding sources: State Aid, EPA and Property Taxes. The addition of the EPA funding source does not increase the amount of LCFF due to the District. The state aid portion is decreased accordingly.

Discussion/Issues:
At the beginning of each year, the Department of Finance will estimate the amount that will be transferred into the EPA. The 2024-2025 estimate of the EPA is the funds will be distributed in equal payments quarterly during the last 10 days of September, December, March and June.

EPA revenue funds will be deposited into restricted resource 1400, using revenue object code 8012.

Along with EPA came additional reporting requirements:

1) Each year the Board of Education must approve a spending plan for the EPA money (LACOE is requesting approval in the form of a board resolution).
2) The EPA funds cannot be used for the salaries or benefits of administrators or administrative costs.
3) The District must publish on its website the amount of EPA money received and how it was spent.
4) An annual audit will be required to verify that EPA funds were spent in accordance with the requirements of Proposition 30. The cost of this audit can be paid with EPA funds.
5) For fiscal years 2013-2014 through 2024-2025 the spending plan must be approved at the time the budget is adopted.

Spending Plan:
The District plans to use 100% of the EPA funding for certificated teacher salaries and related benefits. The estimated EPA for fiscal year 2024-2025 is $26,755,780.

Financial Impact:
None

Recommendations:
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education adopt Resolution 41 regarding the Education Protection Account (EPA) 2024-2025 for the portion of the state aid (Local Control Funding Formula (LCFF) Funds) identified as the EPA, be spent on the current costs of certificated teacher salaries and benefits, as presented.

RESOLUTION NO. 41
RESOLUTION OF THE BOARD OF EDUCATION OF THE BURBANK UNIFIED SCHOOL DISTRICT REGARDING THE EDUCATION PROTECTION ACCOUNT – 2024-2025

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Education of the Burbank Unified School District as follows:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Burbank Unified School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Burbank Unified School District has determined to spend the monies received from the Education Protection Act on certificated teacher salaries and benefits.

PASSED AND ADOPTED this day, June 6, 2024, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

APPROVED:

_____
President of the Board of Education of the
Burbank Unified School District

Attest:

_____
Clerk of the Board of Education of the
Burbank Unified School District

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Educational Services
PREPARED BY:	Peter Knapik, Assistant Superintendent, Educational Services
SUBMITTED BY:	Laura Erisman, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Designation of High School Representatives

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Background:
The California Interscholastic Federation (CIF) governs high school interscholastic athletics, promoting equity, quality, character and academic development. Burbank High School and John Burroughs High School have been member schools in the CIF Southern Section for many years. Within each of the sections of the CIF are leagues to which member schools are assigned. In past years, Burbank High School and Burroughs High School have been part of the Foothill League. Beginning in 2006-2007, the sports programs at the two high schools became part of the CIF Pacific League. The CIF Pacific League includes eight high schools: Arcadia High School, Burbank High School, John Burroughs High School, Crescenta Valley High School, Glendale High School, Hoover High School, Pasadena High School, and Muir High School.

Discussion/Issues:
Education Code 33353 (a) (1) gives the authority for high school athletics to the Board of Education. This Education Code and CIF require that the Board annually approve the CIF representatives for the two high schools. This officially allows the representatives voting privileges in the CIF league. Narineh Barzegar, Principal, and Jessica Palaski, Assistant Principal, alternative representative, are designated as the CIF representatives for Burbank High School in the Pacific League. Kenny Knoop, Principal, and Victoria Cuseo, Assistant Principal, are designated as the CIF representatives for John Burroughs High School in the Pacific League.

Fiscal Impact:
Designating the principals at the high schools as the CIF representatives will not impose costs to the District.

Recommendation:
Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the designation of principals, Narineh Barzegar and Kenny Knoop as the representatives of Burbank High School and John Burroughs High School; and Edwin Taylor, Assistant Principal and Jessica Palaski, Assistant Principal, serving as the designated alternative representative from Burbank High School, and John Burroughs High School, respectively, to the California Interscholastic Federation (CIF) Southern Section, Pacific League, 2024-2025 school year, and to require such representatives to immediately notify the Superintendent of any proposed or pending actions that financially impact the Burbank Unified School District, as presented.

Burbank Unified School District
2024-2025 Designation of CIF Representatives to League

Burbank High School
Narineh Barzegar, Principal
902 N. Third Street
Burbank, CA 91502
818-729-5100
818-845-6122 (FAX)
narinehbarzegar@burbankusd.org

Burbank High School
Edwin Taylor, Assistant Principal
902 N. Third Street
Burbank, CA 91502
818-729-5100
818-845-6122 (FAX)
edwintaylor@burbankusd.org

John Burroughs High School
Kenny Knoop, Principal
1920 Clark Avenue
Burbank, CA 91506
818-729-6900
818-846-9268 (FAX)
kennethknoop@burbankusd.org

John Burroughs High School
Jessica Palaski, Assistant Principal
1920 Clark Avenue
Burbank, CA 91506
818-729-6900
818-846-9268 (FAX)
jessicapalaski@burbankusd.org

John Paramo,Superintendent,
1900 West Olive Avenue
Burbank, CA 91506
818-729-4422
818-729-4550 (FAX)
Johnparamo@burbankusd.org

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Approval of Job Description for Director of Child Care Programs and Placement on the Certificated Supervisors and Managers, Salary Schedule A, Range A

Background
As the Burbank Unified School District works towards broadening the depth and quality of child care, there is a need for a Director of Child Care Programs. Child Care Programs occur daily before and after school, during intercessions like Winter Break and Spring Break, and Summer including Summer School. The expansion of the programs has become more intense. The director level position will manage the expanse of the program and funding for this position will come from ELOP funds. The position would be dependent on ELOP funds and report to the Assistant Superintendent of Educational Services.

Discussion/Issues
The responsibilities of the Director of Child Care Programs is the design and implementation of child care programs including Around the Bell, Burbank Parks and Recreation Afterschool Daze, Boys and Girls Club of Burbank, and the YMCA. Annually the child care programs will have a state funded budget of approximately $5,000,000.0 plus fees paid for Preschool grant and Expended Learning Opportunities Program (ELOP).

Fiscal Impact
The position of Director of Child Care Programs will be placed on Certificated Management Schedule A with an annual salary of $134,145- $186,076 (12.0-90602.0-00000-27000-1310-7540000, 01.0-60100.0-00000-27000-1310-7429000 ,01.0-26000.0-00000-27000-1310-7549000).

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the job description for the Director of Child Care Programs and Placement on the Certificated Supervisors and Managers, Salary Schedule A, Range A, as presented.

Director of Child Care Programs

ASES - After School Education and Safety Program
ELOP - Expanded Learning Opportunities Program
ATB – Around the Bell

REPORTS TO:	Assistant Superintendent of Educational Services
EVALUATED BY:	Assistant Superintendent of Educational Services
WORK YEAR:	220 days
SALARY RANGE:	Director of Child Care Programs
FTE:	Full Time (1.0 FTE)

General Statement of Work:
ATB (Around the Bell, ASES (After School Education and Safety Program), and ELOP (Expanded Learning Opportunities Program) are youth programs committed to providing academic and enrichment activities to Burbank Unified School District elementary and middle school youth. Students participate in a variety of academic enrichment, visual and performing arts, sports and recreation, academic mentoring, and well as homework tutoring activities that promote student success. The programs operate every school day plus 30 days outside of the school year mainly in June and July beginning immediately after school until 6:00 p.m. The Director is responsible for planning, designing, organizing, budgeting, implementing, coordinating, and monitoring all aspects of the programs at school sites within the Burbank Unified School District.

Duties and Responsibilities:
Under the direction of the Assistant Superintendent of Educational Services in collaboration with the Director of Elementary Education, with day-to-day communication and decision-making, this position oversees the daily operations of programs at all school sites including the program's five major components—(1) enrollment, (2) program operation and personnel, (3) staff development, (4) administration of the grant requirements, and (5) applications and all fiscal management related to the program—to ensure that the program meets educational and recreational objectives and are managed in accordance with the program and school district's policies and procedures. The scope of the position includes direct supervision and management of ATB/ASES/ELOP during the school year, winter break, spring break, and summer. The Director assures that all State and Federal mandated documentation, data analysis, and evaluation report requirements are met and submitted accordingly.

In addition, the Child Care Programs Director:

- Works closely with district administration to maintain effective program-wide and site-based operations;
- Work collaboratively with the Boys and Girls Club of Burbank, the YMCA of Burbank, City of Burbank Parks and Recreation to implement annual contracts, consult on hiring staff, handle invoices, staff development, space availability, and implement the program components;
- Meets regularly and works closely with site principals in developing site-specific programs aligned with the regular school day, increasing the capacity of school sites, maintaining positive relationships with regular school day staff, and providing assistance to site staff through communication and coordination with principals, faculty and support staff;
- Provides leadership, direction, and oversight in data management and related areas;
- Works effectively to build positive relationships with staff, partners, students, and parents;

- Conducts program outreach, recruits program participants, and monitors enrollment;
- Supervises and schedules program staff and volunteers;
- Ensures responsibility, accountability, and site compliance with grant requirements among site staff through site visits and regularly scheduled meetings;
- Evaluates academic and enrichment program operations and activities for educational content and/or alignment with state and local curriculum standards;
- Facilitates the collection, compilation, and maintenance of all required data and related documentation for program evaluation/assessment and required reporting;
- Facilitates program evaluation and documentation of program achievements;
- Develops and oversees implementation of appropriate administrative, programmatic, and financial policies and procedures for the ATB/ASES/ELOP including but not limited to:
    - Maintenance of attendance and other required files and data
    - Enrollment, Registration, Early Release, and Emergency Forms
    - Program evaluations: design, distribution, collection, and analysis
    - Purchase supplies, equipment, and snacks for the program including ordering, receiving, and inventory with the Director's approval
    - Approval of staff development conferences, workshops, and trainings with the Director's approval
    - Oversee all staff payrolls, invoicing, and payments;
- Prepares all CDE and District reports and evaluation documents including, but not limited to the grant application, semi-annual attendance reporting, quarterly expenditure reports, daily attendance records, sign-in/-out sheets, annual contracts with agencies, yearly ATB/ASES/ELOP Plans, and Evaluation Report with ATB/ASES/ELOP enrollment date, individual student grade level, state/district test scores for the year prior to enrollment and most recent, in-day school attendance and ATB/ASES/ELOP attendance;
- Represents the school district at the After School Advisory Committee and Regional Learning Community meetings and other related conferences and training sessions
- Participates as part of a team with the site coordinators and classroom leads to design and implement the program;
- Develops and annually updates the ATB/ASES/ELOP Parent Handbook;
- Develops workshop opportunities that target program goals, the needs of participants, and professional growth for program providers;
- Monitors and manages the budget for the ATB, ASES, and ELOP grants, including funds allocated to all ATB/ASES/ELOP sites, including budget development, expenditures, and projected expenditures, to ensure funds are spent according to the district, county, state, and grant guidelines;
- Determines ongoing needs/interests of students, parents, and school staff and reviews and revises programs to meet emerging needs/interests. Includes preparation for and support of informal and formal evaluation of program effectiveness;
- Ensures ATB/ASES/ELOP Programs are in compliance with district, local, state, and federal guidelines.
- Maintain contact with California Departments of Education regarding grant allocations, budgets, program updates, and evaluation process;
- Orchestrates the application process for successful completion and submission of related grants.
- Participates in regional and statewide professional development networks;
- Develops and implements program components, processes, procedures, and policies for the operation of the ATB/ASES/ELOP programs;
- Engages in local and regional travel, as necessary, to fulfill grant requirements;
- Ensures that participating students and staff are in a safe, secure, and nurturing learning environment;
- Performs other related duties as assigned by the Assistant Superintendent of Educational Services.

Desired Qualifications:

- Strong leadership qualities, and ability to coordinate, inspire, and motivate others;
- Demonstrated involvement and commitment to the youth community;
- Good organizational, administrative, and supervisory skills;
- Knowledge of effective teaching methods and curriculum development. High level of communication skills, both written and oral;
- Strong initiative and ability to solve problems;
- Commitment to work collaboratively

Ability to:

- Use technology to build, manage, and oversee multiple site budgets, expenditures, and reporting;
- Design programs to meet the learning needs of elementary and middle school students;
- Meet deadlines;
- Prepare, maintain, and submit accurate and timely reports;
- Use technology to maintain student records

Experience and Education:

- Successful experience as a teacher and/or administrator in an educational environment required;
- Experience teaching enrichment content to youth;
- Experience working in an ethnically diverse community and in meeting the needs of the groups represented;
- Experience working with public schools and community-based organizations;
- Project development and management experience;
- Experience working with academic curriculum;
- Supervisory experience useful;
- Master's in Education highly desired
- Hold a current teaching credential
- Administrative Services credential
- Preferred Child Development Program Director Permit
- Fingerprint and TB test clearance

Notice of Non-Discrimination
The Burbank Unified School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on ***disability, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.***

CERTIFICATED SUPERVISORS AND MANAGERS
SALARY SCHEDULE A
Effective July 1, 2024

RANGE		DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
~~A~~	~~Director, Elementary Education and Diversity, Equity and Inclusion~~	~~220~~	~~138,841~~	~~145,442~~	~~152,372~~	~~159,651~~	~~167,293~~	~~175,318~~	~~183,742~~	192,589
	Director, Human Resources	Per Diem	631.10	661.10	692.60	725.69	760.43	796.90	835.20	875.41
	Director, Secondary Education and Diversity, Equity and Inclusion									
	Director, Special Education and Psychological Services									
	Director, Student and Health Services									
	Director of Instructional Technology and Accountability									
	Director of Child Care Programs									
B	Director of Adult School, ILA and FACTS	220	132,028	138,634	145,561	152,841	160,483	168,507	176,932	185,777
	Principal, High School	Per Diem	600.13	630.16	661.65	694.74	729.47	765.95	804.24	844.45
	Principal, Alternative Education									
C	Coordinator, Alternative Educational Programs	220	117,594	123,476	129,646	136,130	142,936	150,083	157,585	165,466
	Principal, Middle School	Per Diem	534.52	561.26	589.30	618.78	649.71	682.20	716.30	752.12
D	Principal, Adult Education	220	114,806	120,547	126,574	132,901	139,546	146,522	153,848	161,538
		Per Diem	521.85	547.95	575.34	604.1	634.3	666.01	699.31	734.27
EE	Coordinator, Arts and Career Technical Education	220	116,037	121,839	127,928	134,322	141,043	148,093	155,498	163,274
		Per Diem	527.45	553.82	581.50	610.56	641.11	673.15	706.81	742.16
E	Coordinator, Special Education	215	113,399	119,068	125,019	131,270	137,836	144,728	151,963	159,562
	Principal, Elementary	Per Diem	527.44	553.81	581.49	610.56	641.10	673.16	706.81	742.15
F	Assistant Principal, High School	218	111,161	116,717	122,554	128,680	135,114	141,871	148,961	156,413
		Per Diem	509.92	535.40	562.18	590.28	619.79	650.79	683.31	717.50
G	Assistant Principal, High School	215	109,629	115,112	120,864	126,909	133,255	139,920	146,914	154,260
	(Hired after 7/1/13)	Per Diem	509.91	535.41	562.16	590.28	619.80	650.8	683.33	717.49

CERTIFICATED SUPERVISORS AND MANAGERS
SALARY SCHEDULE A
Effective July 1, 2024

RANGE		DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
H	Alternative Education Administrator, Community Day School	210	108,532	113,954	119,652	125,632	131,914	138,511	145,434	152,705
	Alternative Education Administrator, Independent Learning Academy	Per Diem	516.82	542.64	569.78	598.25	628.17	659.58	692.55	727.17
HH	Program Specialist II	215	100,353	105,374	110,640	116,173	121,978	128,080	134,481	141,206
		Per Diem	466.76	490.12	514.61	540.34	567.34	595.73	625.50	656.78
I	No Positions in this Classification	220	102,687	107,826	113,212	118,873	124,817	131,057	137,609	144,491
		Per Diem	466.76	490.12	514.60	540.34	567.35	595.72	625.50	656.78
J	Psychologist II	215	102,145	107,251	112,615	118,243	124,155	130,362	136,878	143,722
		Per Diem	475.10	498.85	523.80	549.97	577.47	606.34	636.65	668.48
K	Administrator on Special Assignment	213	101,828	106,919	112,264	117,878	123,772	129,958	136,459	143,281
	Assistant Principal, Middle School	Per Diem	478.07	501.97	527.07	553.42	581.09	610.14	640.66	672.69
L	Assistant Principal, Middle School (hired after 7/1/12)	210	100,394	105,413	110,684	116,217	122,028	128,128	134,536	141,262
		Per Diem	478.07	501.97	527.07	553.42	581.09	610.14	640.65	672.68
M	Assistant Principal, Adult Education	220	98,388	103,309	108,473	113,896	119,592	125,569	131,849	138,441
	Coordinator, Child Development Programs	Per Diem	447.22	469.59	493.06	517.71	543.6	570.77	599.32	629.28
N	Assistant Principal, Elementary	205	97,394	102,267	107,380	112,746	118,380	124,302	130,517	137,042
		Per Diem	475.1	498.87	523.81	549.99	577.47	606.36	636.67	668.50
O	Program Specialist I	200	93,357	98,021	102,922	108,068	113,470	119,141	125,098	131,352
	Psychologist I	Per Diem	466.79	490.11	514.61	540.34	567.35	595.71	625.49	656.76

CERTIFICATED SUPERVISORS AND MANAGERS
SALARY SCHEDULE A
Effective July 1, 2024

RANGE		DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8
P	Educational Audiologist	187	90,360	94,874	99,619	104,597	109,827	115,317	121,082	127,137
		per diem	483.21	507.35	532.73	559.35	587.32	616.67	647.50	679.88
Q	Supervisor III, Child Development Centers Covering 2 Sites	220	74,985	78,737	82,672	86,805	91,144	95,705	100,487	105,514
		Per Diem	340.85	357.90	375.79	394.57	414.3	435.03	456.76	479.61
R	Supervisor III, Child Development Centers	220	71,472	74,987	78,736	82,672	86,805	91,147	95,703	100,487
		Per Diem	324.88	340.85	357.90	375.79	394.57	414.31	435.02	456.76
S	Supervisor II, Child Development Centers Covering 2 Sites	220	68,171	71,578	75,157	78,915	82,859	87,003	91,352	95,920
		Per Diem	309.87	325.36	341.63	358.71	376.64	395.47	415.24	436.00
T	Supervisor II, Child Development Centers	220	64,924	68,171	71,578	75,157	78,915	82,859	87,002	91,351
		Per Diem	295.11	309.87	325.36	341.63	358.71	376.64	395.47	415.24
U	Supervisor I, Child Development Centers	220	59,306	62,268	65,382	68,649	72,085	75,688	79,473	83,443
		Per Diem	269.58	283.04	297.20	312.05	327.66	344.04	361.25	379.29
V	Assistant Child Development Centers Supervisor	220	46,861	49,279	51,710	54,320	56,980	59,856	62,904	66,009
		Per Diem	213.01	224	235.05	246.91	259	272.08	285.93	300.05

* Grandfathered
Adopted: 01/16/86
Revised: 05/02/91; 06/06/91; 08/15/91; 10/17/91; 05/21/92; 06/18/92; 10/01/92; 08/05/93; 07/21/94; 08/04/94; 09/15/94; 11/17/94; 01/05/95; 05/04/95; 08/17/95; 01/18/96; 05/16/96; 09/05/96; 09/19/96; 01/16/97; 07/03/97; 10/16/97; 02/19/98; 04/02/98; 08/20/98; 10/01/98; 11/05/98; 12/10/98; 02/18/99; 03/04/99; 06/24/99; 08/05/99; 08/17/00; 05/15/02; 11/07/02; 07/17/03; 03/18/04; 07/07/05; 4/20/06; 06/04/07; 3/20/08; 5/1/08; 6/24/10; 09/09/10; 11/8/10; 4/7/2011; 4/21/11; 09/15/11; 11/3/11; 02/16/12; 03/15/12; 06/07/12; 07/05/12; 08/02/12, 08/16/12; 02/07/13; 05/16/13; 3/20/14; 6/19/14; 02/05/15, 6/4/15, 10/15/15; 5/19/16; 10/20/16; 8/3/17; 12/21/17;10/18/18;2/4/21;6/3/21;9/2/21,5/5/22,6/2/22,9/15/22; 3/2/23, 07/20/23, 8/03/23; 02/01/24; 5/16/24; 6/6/24

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement Between the Burbank Unified School District and Evernorth Behavioral Health, Inc. (Human Resources)

Background
Evernorth Behavior Health Inc., formerly known as Cigna Behavioral Health, has partnered with Burbank Unified School District for the past twenty-three (23) years together for a successful Employee Assistance Program. An Employee Assistance Program (EAP) is a voluntary work-based program that offers free and confidential mental health assessment for short-term counseling, referrals, and follow-up services for employees. EAPs address a broad and complex body of issues affecting mental and emotional well-being of Burbank Unified School District Employees.

Discussion/Issues
With the employee count of 2,030 employees, twenty (20) employer service hours per contract year is to be used for critical incident responses, manager training, and on-site wellness seminars. Should these be exceeded per twelve (12) month period, additional hours may be purchased. The EAP includes three (3) face-to-face visits per presenting issues at no charge to all employees and their household members, management consultation, and referral services.

Fiscal Impact
The District will use the Agreement between the Burbank Unified School District and Evernorth Behavioral Health, Inc., to serve the mental and emotional needs of employees. At a $1.89 per employee per month, this will be paid using account (01.0-00000.0-00000-72000-5860-755-2000-0000).

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the Agreement Between the Burbank Unified School District and Evernorth Behavioral Health, Inc. for the Employment Assistance Program, effective January 1, 2025 through December 31, 2026, and that authority to sign the Agreement for Professional Services be exercised pursuant to BUSD—AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement Between the Burbank Unified School District and the Department of Justice for Professional Fingerprinting Services (Human Resources)

Background
The Human Resources Department has experienced a shortage of applicants and is working towards eliminating barriers in order to hire necessary employees, thus eliminating the cost of services. In our attempts in a very competitive hiring market, we have decided to offer this to new employees.

Discussion/Issues
The Agreement with the Department of Justice will cover future candidate's expense for fingerprinting services, thus giving the Burbank Unified School District more opportunity to find qualified candidates and cover a larger amount of vacancies.

Fiscal Impact
The District will use the Agreement with the Department of Justice to process fingerprinting services for a standard of $75 per fingerprint service requested.

The estimated number of applicants needed these services are 960 over three (3) years.

The financial impact to the District is $72,000.00 (01.0-00000.0-00000-72000-5860-755-2000-0000).

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education to approve the Agreement Between the Burbank Unified School District and the Department of Justice for Professional Fingerprinting Services (Human Resources), effective July 1, 2024 through June 30, 2027, not to exceed $72,000.00 per three years (01.0-00000.0-00000-72000-5860-755-2000-0000) and that authority to sign the Agreement for Professional Services be exercised pursuant to BUSD—AR 3314, as presented.

SCO ID:

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES
STANDARD AGREEMENT
STD 213 (Rev. 04/2020)

AGREEMENT NUMBER	PURCHASING AUTHORITY NUMBER (If Applicable)
BUSD2024	

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME
Burbank Unified School District

CONTRACTOR NAME
Department of Justice (DOJ)

2. The term of this Agreement is:

START DATE
07/01/24

THROUGH END DATE
06/30/27

3. The maximum amount of this Agreement is:
$72,000

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

	Exhibits	Title	Pages
	Exhibit A	Scope of Work	
	Exhibit B	Budget Detail and Payment Provisions	
	Exhibit C *	General Terms and Conditions	
+			
-			

Items shown with an asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.
These documents can be viewed at https://www.dgs.ca.gov/OLS/Resources

IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.

CONTRACTOR

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)
Department of Justice

CONTRACTOR BUSINESS ADDRESS	CITY	STATE	ZIP
1300 I Street, Room 810	Sacramento	CA	95814

PRINTED NAME OF PERSON SIGNING	TITLE
Chris Ryan	Chief, Division of Operations

CONTRACTOR AUTHORIZED SIGNATURE
Chris Ryan
Digitally signed by Chris Ryan
Date: 2024.05.03 14:25:29 -07'00'

DATE SIGNED

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME
Burbank Unified School District

CONTRACTING AGENCY ADDRESS	CITY	STATE	ZIP
1900 W Olive Ave	Burbank	CA	91506

PRINTED NAME OF PERSON SIGNING	TITLE
Sarah Rudchenko	Assistant Superintendent, Human Resources

CONTRACTING AGENCY AUTHORIZED SIGNATURE

DATE SIGNED

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL

EXEMPTION (If Applicable)

EXHIBIT A
SCOPE OF WORK

The Burbank Unified School District, hereinafter referred to as BUSD and the Department of Justice, hereinafter referred to as DOJ, hereby enter into this agreement for the purpose of submitting fingerprint images and related information electronically and having the DOJ provide the BUSD with DOJ and FBI Criminal Offender Record Information (CORI).

1. DOJ Responsibilities:
   A. The DOJ is responsible to receive and process the BUSD CORI requests via electronic submissions. The DOJ shall provide the BUSD with the following information when the DOJ receives and processes CORI requests submitted by BUSD, for BUSD:

   _x_ DOJ CORI or a no record response and (if authorized) subsequent arrest notifications
   _x_ FBI CORI or a no record response for initial submissions (as applicable)
   ___ Child Abuse Central Index (CACI – as applicable)
   ___ Peace Officer Carry Concealed Weapon (CCW – as applicable)
   ___ Other – Custodian of Records (COR – as applicable)

   B. The DOJ is responsible to receive and process CORI requests submitted by BUSD on behalf of an applicant and/or an applicant agency. The DOJ shall provide the applicant and/or the applicant agency with the CORI requested and submitted through BUSD.

2. The BUSD Responsibilities:
   A. The BUSD will request CORI electronically. The BUSD is statutorily authorized to request and receive CORI under ORI Number A0816. Accordingly, the DOJ will deal exclusively with the BUSD for all issues associated with these responses.

   B. The BUSD agrees to maintain the confidentiality of all information submitted to the DOJ and of all DOJ and FBI no record responses or CORI received from the DOJ, in accordance with the FBI CJIS Security Policy. The BUSD, any official or employee of the BUSD, shall not divulge any State or Federal level CORI information provided by the DOJ, except upon written authorization of the DOJ.

   C. The BUSD, if operating a live scan device, will also be responsible for payment if their live scan operator fails to input a billing/customer account number or inputs an incorrect billing/customer account number and/or applicant agency information, and the DOJ cannot determine which agency should be billed for the transaction.

3. The contact representatives during the term of this agreement will be:

Program Inquiries:

Requesting Agency:
BUSD
Human Resources Services

Name:	Leticia Castillo
Address:	1900 W Olive Ave Burbank CA 91506
FAX:	(818) 729-4554
E-Mail:	LeticiaCastillo@burbankusd.org

Providing Agency:
DEPARTMENT OF JUSTICE (DOJ)
CJIS/ASP – eBilling Unit

Name:	DOJ Contract Analyst
Address:	PO Box 160608 Sacramento, CA 95816-0608
Phone:	None
FAX:	None
E-Mail:	doj.appbill@doj.ca.gov

Contract inquiries:

Requesting Agency:
BUSD
Human Resources Services

Name:	Sarah Rudchenko
Address:	1900 W Olive Ave Burbank CA 91506
Phone:	(818) 729-4409
FAX:	(818) 729-4454
E-Mail:	SarahRudchenko@burbankusd.org

Providing Agency:
DEPARTMENT OF JUSTICE (DOJ)
CJIS/ASP – eBilling Unit

Name:	DOJ Contract Analyst
Address:	PO Box 160608 Sacramento, CA 95816-0608
Phone:	None
FAX:	None
E-Mail:	doj.appbill@doj.ca.gov

4. Either party reserves the right to terminate this agreement without cause upon thirty (30) days written notice to the other party. No amendment or variation of the terms of this agreement shall be valid unless made in writing, signed by both parties, and approved as required. An oral understanding or agreement that is not incorporated into this agreement is not binding on either of the parties.

5. This agreement shall be subject to the examination and audit of the California State Auditor for a period of three years after final payment under this agreement (Government Code Section 8546.7).

   This agreement shall be governed by the laws of the State of California and shall be interpreted according to California law.

EXHIBIT B
Invoicing and Payment Provisions

Invoicing

Under the provisions of Penal Code section 11105, the DOJ is authorized to charge agencies requesting CORI a fee sufficient to cover the cost of processing. It is understood that CORI requests will be processed by the DOJ at the rates established by State and Federal agencies. These rates are subject to change with 30-days written notice.

Current CORI costs and related fees:

State Level Response	$32	x	CORI submissions specific to the BUSD, as delineated in paragraph 1. A. of Exhibit A, are indicated here with an **X**.
Federal Level Response	$17	x	
Federal Level Response (Volunteer)	$15		
Child Abuse Central Index (CACI)	$15		
Trustline CACI	$15		
Adoption CACI	$15		
Peace Officer Carry Concealed Weapon (CCW)	$19		
Employment CCW	$22		
Private Patrol/Security Guard CCW	$38		
Standard CCW	$44		
Judge CCW	$66		
Reserve/Custodial Peace Officer CCW	$88		
Entertainment CCW	$48		
Military Assault Weapon	$22		
Fingerprint Roller Certification	$25		
Record Review	$25		
DSS Fee	$10		
CS DSS Fee	$20		
Check Casher License	$50		
Secondhand Dealer License	$300		
Pawnbroker License	$300		
Custodian of Records Approval Letter	$30		

The BUSD agrees to compensate the DOJ for services rendered upon receipt of the DOJ invoice. All invoices will state the services provided, the time period covered, the contract number, and the billing/customer account number, 161404, with a tear-off bottom that must be returned with payment. The BUSD is responsible for the use of its billing/customer account number. All costs associated to the billing/customer account number will be the responsibility of the BUSD, and reflected on the DOJ invoice. The total amount payable for each invoice shall not exceed the sum of the costs for each CORI request submitted for the period covered by the invoice excluding corrections, other changes, or amounts overdue.

The DOJ will mail invoices to the following address:

Burbank Unified School District
ATTN: Leticia Castillo
1900 W Olive Ave
Burbank CA 91506

Budget Contingency Clause

It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this agreement does not appropriate sufficient funds for the program, this agreement shall be of no further force and effect. In this event, the business/entity shall have no liability to pay any funds whatsoever to the DOJ or to furnish any other considerations under this agreement and the DOJ shall not be obligated to perform any provisions of this agreement.

If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the business/entity shall have the option to either cancel this agreement with no liability occurring to the business/entity, or offer an agreement amendment to the DOJ to reflect the reduced amount.

Prompt Payment Clause

This is an agreement to pay the processing fees associated to the transmission of electronic criminal offender record information requests, including fees incurred by duplicate transmissions or other errors on the part of the BUSD or its representative(s).

The BUSD agrees to compensate the DOJ monthly, in arrears, upon receipt of an invoice, computed in accordance with the State Administrative Manual Section 8752 and 8752.1.

Nothing herein contained shall preclude advance payments pursuant to Article I, Chapter 3, Part 1, Division 3, Title 2, of the Government Code.

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Approval of Job Description for Account Analyst Position

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Background
Based on the needs of the Fiscal Services Department and the Fiscal Crisis and Management Assistance Team (FCMAT) recommendations it is necessary to establish the position of Account Analyst.

Discussion/Issues
The responsibilities of the Account Analyst position will allow for technical and complex project accounting focusing on account monitoring, maintenance, and review of fiscal records and reports to assure accuracy, completeness and compliance.

Fiscal Impact
The position of Account Analyst will be placed on Exhibit B, Schedule of Classified Monthly Salary, Range 60 with a range of $5,806- $7,432 per month.

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the job description for the Account Analyst Position, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

CLASS TITLE: **ACCOUNT ANALYST**

BASIC FUNCTION:

Under the direction of an assigned supervisor perform technical and complex project accounting duties in the preparation, maintenance and review of project financial records, and reports to assure accuracy and conformance to established procedures. Analyze and audit assigned accounts; train and provide work direction to clerical and technical accounting personnel.

DISTINGUISHING CHARACTERISTICS:

The Account Analyst classification works under the direction of an assigned supervisor and performs complex accounting duties for larger account functions, including audit liaison, high volume bank reconciliations, federal interest reporting and other assigned accounts. The Account Analyst classification is the highest position in the series. Incumbents work under limited supervision and perform a variety of accounting duties in support of assigned accounts and budgetary functions.

REPRESENTATIVE DUTIES:

Perform technical and complex accounting and audit work in the preparation, maintenance and review of complex financial and project accounting records, accounts and reports including the project ledger; assure accuracy, completeness and compliance with applicable rules, regulations, policies and procedures; make corrections and adjustments as necessary; audit accounts as necessary to assure proper internal controls.

Maintain and monitor assigned project accounts and budgets; reconcile and balance assigned accounts. Train and provide work direction to clerical and technical accounting personnel as assigned. Answer questions and resolve problems related to assigned project accounts.

Coordinate communication and project accounting activities with other District departments and personnel, governmental and private agencies and vendors.

Maintain and file a variety of financial and accounting records, forms, listings and files. Prepares monthly bank reconciliation, trial balances, balance sheet, and profit and loss statement monthly.

Ensure project management reports, State-required project expenditure reports, and other documents are prepared and filed in a timely manner and maintained.

May prepare a variety of tax reports for the District, including the Sales and Use Tax report.

Maintain records of project budgets and project expenditures; monitor expenditures in accordance with budget allocations, plans and specifications.

Input a variety of financial and statistical data into computer and verify for accuracy.

May prepare and distribute warrants as necessary.

Audit payroll documents and general ledger accounts as necessary.

Operate a variety of office equipment.

Perform special assignments related to position as assigned.

Perform other duties as assigned related to job description.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Accounting and auditing principles, practices and procedures.
Financial and statistical record-keeping principles.
Modern office practices, procedures and equipment. State, Federal, Education Code, and other applicable laws, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Technical aspects of field of specialty.
Oral and written communication skills.

ABILITY TO:
Perform technical and complex accounting and auditing work in the preparation, maintenance and review of District financial records, accounts and reports assuring compliance with applicable rules, regulations, policies and procedures.
Apply auditing and financial record-keeping principles.
Read and interpret various federal and State guidelines or other information pertaining to work.
Operate a variety of office equipment and machines such as, but not limited to, computer hardware/software, keyboard, 10-key, and calculator.
Make arithmetic computations with speed and accuracy.
Establish and maintain cooperative and effective working relationships with others.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Communicate effectively both orally and in writing.
Maintain records and prepare reports.
Analyze statements, invoices and reports.
Type at 30 words net per minute from clear copy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: two years college-level course work in accounting or bookkeeping and three years governmental accounting experience.

WORKING CONDITIONS:

Office environment subject to frequent interruptions.

SCHEDULE OF CLASSIFIED MONTHLY SALARY

EFFECTIVE JULY 1, 2023

Range Number	I	II	III	IV	V	VI	Step I Hourly Equivalent
33	3009	3152	3303	3470	3640	3821	17.36
34	3069	3220	3385	3557	3733	3922	17.71
35	3152	3303	3470	3640	3821	4011	18.18
36	3220	3385	3557	3733	3922	4115	18.58
37	3303	3470	3640	3821	4011	4221	19.06
38	3385	3557	3733	3922	4115	4330	19.53
39	3470	3640	3821	4011	4221	4430	20.02
40	3557	3733	3922	4115	4330	4544	20.52
41	3640	3821	4011	4221	4430	4657	21.00
42	3733	3922	4115	4330	4544	4776	21.54
43	3821	4011	4221	4430	4657	4887	22.04
44	3922	4115	4330	4544	4776	5006	22.63
45	4011	4221	4430	4657	4887	5132	23.14
46	4115	4330	4544	4776	5006	5260	23.74
47	4221	4430	4657	4887	5132	5400	24.35
48	4330	4544	4776	5006	5260	5534	24.98
49	4430	4657	4887	5132	5400	5665	25.56
50	4544	4776	5006	5260	5534	5806	26.22
51	4657	4887	5132	5400	5665	5947	26.87
52	4776	5006	5260	5534	5806	6099	27.55
53	4888	5132	5400	5665	5947	6251	28.20
54	5006	5260	5534	5806	6099	6411	28.88
55	5132	5400	5665	5947	6251	6568	29.61
56	5260	5534	5806	6099	6411	6725	30.35
57	5400	5665	5947	6251	6568	6895	31.15
58	5534	5806	6099	6411	6725	7070	31.93
59	5665	5947	6251	6568	6895	7238	32.68
60	5806	6099	6411	6725	7069	7432	33.50
61	5947	6251	6568	6895	7238	7610	34.31
62	6099	6411	6725	7070	7432	7799	35.19
63	6251	6568	6895	7238	7610	8000	36.06
64	6411	6725	7070	7432	7799	8189	36.99
65	6568	6895	7238	7610	8000	8397	37.89
66	6725	7070	7432	7799	8189	8615	38.80
67	6895	7238	7610	8000	8397	8822	39.78
68	7070	7432	7799	8189	8615	9042	40.79

69	7238	7610	8000	8397	8822	9265	41.76
70	7432	7799	8189	8615	9042	9496	42.88
71	7610	8000	8397	8822	9265	9739	43.90
72	8009	8418	8837	9282	9752	10249	46.21

*This hourly rate is established in order to hire temporary hourly employees and to figure overtime rates. It is based on 173.333 hours per month.

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Approval of Title Change for Elementary Arts Instructor to Arts Paraprofessional

Background
In June of 2023, Burbank Unified School District (BUSD) was in need of hiring additional instructors for elementary music. After hiring these instructors, BUSD needed more music instructors in elementary and secondary music in order to support the Arts at sites. These instructors are responsible for more than just elementary music, but secondary music as well as other Art positions.

Discussion/Issues
BUSD, with the allocation of Proposition 28 Arts and Music Education Grant, is able to recruit and hire Art instructors at the secondary level. The title will be changed from Elementary Arts Instructor to Arts Paraprofessional to include all levels of art and music instruction.

Fiscal Impact
The Fiscal Impact of the Title Change is not to exceed $78,773.76 (01.0-67000.0-11100-10000-2170-2149000, being funded by Proposition 28).

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the Title Change for Elementary Arts Instructor to Arts Paraprofessional, not to exceed $78,773.76 (01.0-67000.0-11100-10000-2170-2149000, being funded by Proposition 28), effective July 1, 2024, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

CLASSIFIED PERSONNEL

Pay Schedule for Hourly or Special Assignments

Effective January **1, 2024**

1. Substitute and short-term classified employees employed in one of the following classified series shall be paid an hourly rate equivalent to minimum wage or 85% of Step 1 of the salary range corresponding to the Classified Bargaining Unite position in which they are being employed to substitute, whichever rate is higher:

Accounting Series
Clerical Series
Food Services Series
Instructional Series•
Maintenance Series*
Operations Series*
Auxiliary Series •

Should a salary increase be applied to any bargaining unit salary schedule during any given fiscal year, such increase shall not apply to this policy until July **1"** of the next fiscal year.

*instructional Assistant-Severely Impaired will be paid 100% of Step I
*Instructional Assistant- Special Education will be paid 100% of Step I
*Instructional Assistant-Children's Center will be paid 100% of Step I
*instructional Assistant- Children's Center II will be paid 100% of Step I.
*Campus Supervision Assistant will be paid 100% of Step I.
*Food Service Assistant will be paid 100% of Step I.
*Custodian will be paid 100$ of Step I.
*Education Interpreter II-Deaf and Hard of Hearing will be paid $19.68 per hr.

2. Other Hourly Rates

School Office Managers-elementary who are assigned to a Summer School Secretary assignment will be paid the hourly equivalent of their monthly assignment.

Short Term Assignment Coaches	Hourly Rate
Short Term Assignment Athletic Coach	$16.00
Short Term Assignment Performing Arts Coach	$16.00

Miscellaneous

SYETP Student	$16.00
Student Helper	$16.00
Bilingual Translator	$25.00
ASS/Athletic Supervisor	$16.40
Fee-Based Classes, Adult School	$29.51
Choral Conductor, Adult School	$25.45
~~Elementary Arts Instructor~~ **Arts Paraprofessional**	$50.00
Site Technology Specialist Advanced	$1092.00 per semester"*
Custodial Training Stipend	$165.00 (one time only)

3. A stipend of $174.83 will be paid to the Varsity coach for each CIF playoff game in which his/her team participates, and a stipend of $95.06 will be paid to each Assistant Coach for each CIF playoff game in which his/her team participates.

**May be applied to certificated staff at Alternative sites only (i.e. Monterey)

Policy Adopted: 6/21/84

Revised: 11/1/90;5/21/92; 8/6/92;9/3/92;11/5/92;10/6/94;8/3/95; 7/11/96; 9/5/96; 10/3/96; 3/20/97;6/19/97;2/19/98;3/5/98;6/25/98;5/6/99;6/24/99;8/5/99;12/16/99 7/6/00; l/8/01;6/21/01;11/1/01;3/21/02;8/21/03;11/6/03;12/16/04;11/3/05;7/20/06 1/18/07; 1/17/08; 7/1/14;8/6/15;1/21/16;12/15/16;2/16/17;11/16/17;11/15/18; 12/20/18;12/19/19;12/17/20;12/16/21; 12/15/22, 5/4/23, 6/1/23, 12/21/23, **6/6/24**

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Educational Services
PREPARED BY:	Peter Knapik, Assistant Superintendent, Educational Services
SUBMITTED BY:	Glenda Diaz Nolasco, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Federal Addendum Annual Revision for 2023-2024

Background:

The Every Student Succeeds Act (ESSA) of 2015, a federal law, requires school districts that apply for federal funding to complete a federal addendum, have the federal addendum adopted by the Board of Education, and submit the federal addendum to the California State Department of Education.

The federal addendum was originally approved by the California Department of Education in July 2018. The federal addendum is reviewed annually by the District for regular updates as required by the California Department of Education and submitted to the Burbank Board of Education for approval.

Title I

In Burbank USD, any school that has more than 35% of its students designated as socioeconomically disadvantaged is eligible to receive Title I funds. The following schools will receive Title I funds for 2023-2024: Disney Elementary School, McKinley Elementary School, Miller Elementary School, Providencia Elementary School, Washington Elementary School, Huerta Middle School, Luther Burbank Middle School, and Muir Middle School. Since the District receives Title I funds, it is identified as a Title I District.

According to the Every Student Succeeds Act, Title I schools and Title I districts must meet annual proficiency targets in the areas of English Language Arts (ELA) and Mathematics described in the Local Control Accountability Plan (LCAP). Proficiency targets are measured by the California Assessment of Student Performance and Progress (CAASPP). The CAASPP assessment system includes the Smarter Balanced test. CAASPP was suspended in the spring of 2020 and 2021. The CAASPP was administered in Spring 2022 and 2023.

Title I schools that do not meet these proficiency targets may be identified as the lowest 5% of performing schools in the State and enter into a State program for comprehensive support and improvement (CSI). California will use the California School Dashboard to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:

1. Low graduation rate

    - High schools with a graduation rate of less than **67** percent **averaged over two years** (Beginning with the 2019 Dashboard)

    - High schools with a graduation rate of less than **68** percent **averaged over two years** (Beginning with 2019 Dashboard; Adopted by the State Board of Education on September 11, 2019)

2. Not less than the lowest-performing five percent of Title I schools

    - Schools with all red indicators
    - Schools with all red but one indicator of another color
    - Schools with all red and orange indicators
    - Schools with five or more indicators where the majority are red

For 2023-2024, no Burbank schools are in comprehensive support and improvement (CSI).

Title II Professional Development Funding for Principals and Teachers

This funding is for the professional development of administrators and teachers.

Title III English Learners and Immigrant Students Programs

Title III, under the federal ESSA (Every Student Succeeds Act), provides supplemental funding to districts for programs designed to help students receiving English Learner (EL) and/or Immigrant Student services. The focus of both programs is to help students attain English proficiency and meet/exceed the State's academic and content standards. Title III accountability as posted on the California Dashboard is a set of annual academic performance goals established for each district to hold them accountable for the progress and performance of ELs.

Title IV Student Support and Academic Achievement

Title IV funding provides students access to a well-rounded education, improving conditions for learning, and improving academic achievement through digital literacy.

District-Wide Goals for 2022-2023
1.0 Students will be career/college ready via high-quality instruction

Discussion/Issues:
The State accountability plan for ESSA which includes Title I, II, III, and IV was originally approved by the Department of Education in December 2020.

In the spring of 2024, the State of California used the California Assessment of Student Performance and Progress System (CAASPP) to measure the academic achievement of students in grades 3, 4, 5, 6, 7, 8, and 11, including Title I and Title III students and will disaggregate data by subgroup data for the accountability system.

Testing results will be posted on the California Dashboard in December 2024 though the school district will receive data earlier.

In January 2023, the CDE identified ATSI (Additional Targeted Support & Improvement) schools based on subgroup performance for either a single criterion or multiple criteria, i.e., ELA, Math, EL Progress, Chronic Absenteeism, Graduation Rate, Suspension Rate, or Participation Rate. In order to "qualify" for ATSI, the subgroup has a "Very Low" or "Low" performance level (as posted on the California Dashboard) and the subgroup size needs to be 30 or more students.

The grey cells below served as a "caution" to the school district and are from one year of data.

	ELA (includes subgroup count)	Math (includes subgroup count)	EL Progress (includes subgroup count)	Chronic Absenteeism (includes subgroup count)	Participation Rate (includes subgroup count)
ILA	EL-13	EL - 15	EL - 31	EL - 2	
Edison	EL - 21	EL - 21	EL - 26	EL - 39	
Harte	EL - 18	EL - 18	EL - 21	EL - 36	
Harte	FI - 8	FI - 8	EL - 21	FI - 31	
McKinley	SWD - 30	SWD - 30	EL - 41	SWD - 66	ELA - SWD - 84% Math - SWD-84%
Miller	SWD - 26	SWD - 25	EL - 174	SWD - 66	
Miller	TOM - 14	TOM - 14	EL - 174	TOM - 54	
Providencia	SWD - 39	SWD - 39	EL - 29	SWD - 81	ELA - SWD - 81% Math - SWD-76%
Washington	SWD - 44	SWD - 44	EL - 64	SWD - 103	ELA - SWD - 83% Math - SWD-83%
Washington	TOM - 5	TOM - 5	EL - 64	TOM - 34	
Huerta	AA - 24	AA - 24	EL - 37	AA - 33	
Huerta	EL - 98	EL - 98	EL - 37	EL - 48	
Huerta	SWD - 135	SWD - 136	EL - 37	SWD - 150	
Luther	EL - 82	EL - 81	EL - 32	EL - 48	
Luther	SWD - 132	SWD - 133	EL - 32	SWD - 150	ELA - SWD - 92% Math - SWD-90%
Muir	SWD - 124	SWD - 124	EL - 144	SWD - 138	ELA - SWD - 90% Math - SWD-90%

In January 2024, the California Department of Education (CDE) identified ATSI (Additional Targeted Support & Improvement) schools based on subgroup performance for either a single criterion or multiple criteria, i.e., ELA, Math, EL Progress, Chronic Absenteeism, Graduation Rate, Suspension Rate, or Participation Rate. To "qualify" for ATSI, the subgroup has a "Very Low" or "Low" performance level (as posted on the California Dashboard) and the subgroup size needs to be 30 or more students.

The grey cells indicate poor performance or ATSI using two years of data. This data is in the federal addendum in the Prioritizing Funding section.

	ELA (includes subgroup count)	Math (includes subgroup count)	EL Progress (includes subgroup count)	Chronic Absenteeism (includes subgroup count)	Participation Rate (includes subgroup count)
Edison		SWD – Declined 18.4 points			
Miller			EL – Declined 8.4 points		

Additionally, the other material change to the federal addendum is the Educator Equity section. The update is the teacher credential status with counts for 2023-2024 by school. The update shared that five "ineffective" teachers are on permits, 29 "inexperienced" teachers who have two or fewer years of experience, and 42 "out-of-field" teachers though they have an exemption from the Board through local assignment approval.

Recommendation:

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the revised Federal Addendum for 2023-2024, as presented.

LCAP Federal Addendum for Title I, II, III, and IV 2023-2024

Burbank Unified (19643370000000)

Original Submitted and CDE Approved July 2018

Status: **CDE Approved July 2018**
All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name:	**Peter Knapik**
LEA Contact Email:	**PeterKnapik@burbankusd.org**
LEA Contact Phone:	**818-729-4482**

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed unless the provision does not apply to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where

ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Burbank Unified:

The Burbank Unified School District has designed its instructional program based on the following districtwide LCAP goals:
- Improve learning and achievement for targeted subgroups of students
- Improve learning and achievement for all students
- Continue to align all instruction and learning to California State Standards
- Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from preschool through Adult Education
- Develop and implement a comprehensive professional development plan for all employees
- Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff
- Provide all students with access to technology in the classroom
- Develop new communication and collaborative strategies with parents, students, employees, and the community

Title I: Helping Disadvantaged Children K-8

Each goal has actions designed to carry out the intent of the goal. Federal Title funds are used to supplement and enhance programs that are designed to address the learning needs of students. BUSD allocates Title I funds by grade span, focusing on use at our elementary and middle schools. This targeted approach is designed to address the achievement gap that widens for low-income students and students with disabilities as students matriculate. By providing more intensive support during grades TK- 8, we can better equip struggling students to meet or exceed State academic standards to prepare for high school and success in college and career.

School sites provide Tier II and III interventions in English Language Arts and Mathematics to provide students the time and opportunity to build a conceptual understanding of the Standards. Concept attainment leads to the better application of the Standards. The implementation of professional learning communities where teachers analyze data and plan instructional improvements to increase student success is another approach to examining individual and

student group achievement and actual work samples. Teachers then design strategies to rectify deficits in student learning.

Parents/guardians will benefit from Title I workshops and activities to improve their child's academic achievement. Students benefit from workshops and informational meetings provided to parents and guardians so that families can support student learning at home.

Title II: Teacher Quality K-12

Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support (interventions); raising the expectations for all student groups; designing lessons that engage students at all performance levels; optimizing technology to support teaching and learning.

Title III: Limited English Proficient K-12

BUSD continues to offer intervention, professional development, and parent workshops and activities. Each school designs its program with the requirements of Title III and is approved by District staff. The DELAC and ELACs continue to provide input on interventions, professional development, and parent workshops and activities. The Title III Master Plan, annual district/school English Learner/Immigrant plans, and school plans detail the ways to improve student achievement. Through the School Site Council, English Learner Advisory Councils, District English Learner Advisory Council, and Title I Advisory Council, needs are identified, actions are developed, programs are designed, programs and spending decisions are monitored, and adjustments are made.

Title IV: Student Support

Burbank USD will apply the Whole School, Whole Community, Whole Child approach and provide district-wide professional development and parent education to support the implementation of evidence-based student programs and strategies based upon identified needs and stakeholder input. In summary, to improve the academic achievement of disadvantaged, ELs, immigrant children, homeless children, youth, and students with disabilities, the district shall use federal funds to provide eligible students with supplementary services based on the California State Standards and assist students in attaining proficiency as measured by District and State assessments. Needs are identified from the District and State assessments and the observations made by teachers who carry out the daily instructional program. Supplementary services may include the use of instructional assistants for intervention programs, supplemental materials based on the learning needs of students, and targeted programs to address the learning needs of specific student subgroups who need specialized learning opportunities. Extended learning time may include before, after, and summer opportunities. Eligible students also benefit from administrators, teachers, and classified discussions about student data, and professional development for administrators, teachers, and classified staff.

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Alignment

Describe the efforts that the LEA will take to align the use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Burbank Unified:

LCAP-funded strategies are determined based on the needs assessments identified by data analysis aimed at the causal factors for poor student performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Stakeholder input comes from groups who focus on high-need students through the School Site Council, the English Learner Advisory Committee, the District English Learner Advisory Committee, and the Title I Advisory Committee. Monitoring metrics are detailed in the LCAP and in school plans so that alignment is achieved with the same assessment system and goals of achievement. Once needs are identified, funding is allocated to carry out the action. Federal funds supplement State and local services that provide a base or foundation. Federal services are supplementary and complement the activities paid for with State and local funds. Federal funds are used to provide supplementary services to students, and professional development to administrators, teachers, and classified staff. Parent engagement include informational meetings on how parents can help at home, State Standrads, assessments, curriculum, as well as governance such as School Site Council, District English Learner Advisory Council, Title I Advisory Council, and English Learner Advisory Council.

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Every Student Succeeds Act (ESSA) Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

Title I, Part A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

A. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
B. identifying students who may be at risk for academic failure;
C. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such an agency will support programs that coordinate and integrate:

A. academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
B. work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Title II, Part A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Title III, Part A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

Title I, Part A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addresse**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed** unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Burbank Unified:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Burbank Unified:

Assistance to parents [ESSA Section 1116(e)(1)]

Annual Title I parent meetings provide an overview of the State Standards and the elementary and middle school curriculum. This information increases parents' understanding of elementary and middle school expectations and requirements. Parent conferences are held at the first and second trimesters to discuss student progress. Teachers are available beyond those two conferences, too. Family Nights, like math, are held at elementary and middle schools. These Family Nights cover the curriculum and standards and include at-home strategies for parents. These sessions include training on accessing the online components of the English language arts and math curriculum..

CAASPP score reports are mailed to parents within 30 days of district receipt. Parents also receive an explanation of their child's performance on CAASPP. Parents may ask questions through email, phone contact, or scheduled meetings. School webpages and the district webpage have resources for parents regarding State standards and district expectations.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)] are provided in all schools. Parents of TK/K students receive information on standards, curriculum, assessments, helping at home, and community resources. Economic status does not affect parents' opportunity to support their child's learning.

Principals, support staff, and teachers at all grade levels, from Kindergarten through high school, and secondary school counselors provide group and individual training to parents about the student information system. Parents have access to attendance and grade information.

Staff education on working with parents [ESSA Section 1116(e)(3)] Parent participation at school activities, meetings, parent conferences, and curriculum nights, demonstrates effectiveness. Principals, staff, and parents often facilitate these events.

General and Special Education staff receive training and coaching on how to work with parents including the IEP process and other programs. Program specialists model this work with staff, demonstrating how to provide extensive, clear explanations that are free of jargon, especially when students are initially qualifying and parents with the IEP process or other specialized programs. Translations are provided.

Parent involvement programs and activities [ESSA Section 1116(e)(4)] Title I principals have reached out effectively to families of children who are eligible for Title I services. Principals use multiple communication methods, monitor what has been effective, and make improvements every year. The District and schools collaborate with community-based organizations.

Communication with parents in a format and language parents can understand [ESSA Section 1116(e)(5)]

Information on school and parent programs, the Title I Compact, meetings, and other activities are sent to parents of children participating in Title I services through multiple avenues. Parents receive e-mails and phone calls. BUSD uses Blackboard services which support multiple languages. The program also provides text-to-speech translation, where it reads a message sent in English to the parent in their home language. Information is also sent by student mail. Administrators and bilingual Family Liaisons also communicate with parents.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Schools provide Title I meetings, parent education, special activities, and the LCAP consultation process. Schools promote and advertise volunteer opportunities. Parents have requested support in learning more about State Standards and the core curriculum, and interventions.

Parent consultation has impacted the LCAP and our plans for the use of Title I funds. Informed parent participation [ESSA Section 1116(f)]

Consultation with parents drives parent participation planning. BUSD has an English Learner population of 1,716 students. Mass communication provides messages in English, Spanish, and Armenian. Our website has the capability for multiple languages. The website follows ADA requirements to our website. Our schools are accessible to people who use mobility devices. Translators are available.

Alignment required in Section 1116 to LCAP stakeholder engagement process

Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. BUSD holds meetings to provide input on their priorities for the LCAP. Principals discuss the LCAP in SSC meetings and other parent meetings. Parent groups plan and review the LCAP goals. The processes above involve all schools.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Burbank Unified:

Title I schools develop school plans by the SSC that include, a comprehensive needs assessment, student achievement data, goals, allowable expenditures, monitoring of achievement, accountability, professional development, parent engagement, and school policy. Title I Advisory meetings are also held bi-monthly to monitor the Title I program, technical assistance, and problem-solving. BUSD district office supports schools by ensuring compliance (FPM), monitoring activities and expenditures holding the school accountable for achievement, and Board policy among other requirements.

SWP schools take the following steps to upgrade the entire educational program:

• A comprehensive needs assessment of the entire school about State standards and the educational needs of students and staff

• Schoolwide strategies for all children to meet State standards (core curriculum delivery, monitoring, assessments, interventions)

• Effective methods and instructional strategies based on scientifically-based research (Hattie, et al.)

• Extended learning time, extended school year, before and after school, and summer programs focused on individual students and subgroups in reading/language arts and mathematics

• Addressing the needs of underserved students, low-achieving students, and those at risk of not meeting State standards

• Instruction by qualified teachers and strategies to attract and keep such teachers

• High quality and ongoing professional development for teachers, principals, paraprofessionals, parents, and other staff in reading/language arts, math (core curriculum, supplemental materials, assessment, data debriefs, interventions)

• Strategies to increase parental involvement in reading/language arts, mathematics, understanding assessment results, report cards, a-g requirements, graduation requirements, college financing

• Assistance to preschool children in transitioning from early childhood programs to elementary school programs outlining expectations, curriculum, assessments, monitoring practices

• Timely and effective additional assistance to students who experience difficulty mastering State standards (Tier I classroom, Tier II interventions, Tier III specialized services)

• For targeted assistance programs, the identification of students most at risk of failing to meet State standards. K-2 students are identified from district assessments who score at or below proficiency (70%). Students in grades 3-5 are identified from CAASPP and district assessments and have a score below proficiency (not meeting standard or below standard).

• Effective methods and instructional strategies based on scientifically-based research (Hattie, et al.)

• Interventions, extended learning time, extended school year, before and after school, and summer programs focused on individual students and subgroups in reading/language arts and mathematics

• Strategies that minimize removing children from the regular classroom during regular school hours for instruction

• Instruction by highly qualified teachers

• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff in reading/language arts, math (core curriculum, supplemental materials, assessment, data debriefs, interventions)

• Strategies to increase parental involvement in reading/language arts, mathematics, understanding assessment results, report cards, a-g requirements, graduation requirements, college financing

Neglected or delinquent: N/A

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Address the ESSA provision:

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Burbank Unified:

There are no Title I Targeted Assistance Schools. If there were, students would be identified based on low achievement in Reading/Language Arts and/or Mathematics. Staff is provided professional development to increase their understanding of State standards, the core curriculum, specific strategies, assessment monitoring, and interventions. Students below standard are provided interventions in R/LA and/or Math. Parents are also provided information on State standards, curriculum, teaching strategies, interventions, and ways parents can help at home. Staff is also training on effective communication with parents, effective parent conferences, and communicating assessment data.

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is

providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Burbank Unified:

Federal and State law mandates that all school districts identify homeless students annually. BUSD uses the Student Housing Questionnaire (SHQ) to identify eligible homeless students and provide support services. During the 2023-2024 school year, the Burbank Unified School District identified 47 students from 30 families experiencing homelessness via the online enrollment system, school site referrals, and subsequent Student Housing Questionnaires submitted.

The SHQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.)

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children to equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance, or academic success, and not stigmatize homeless students.

Students are identified through the SHQ (Student Housing Questionnaire) which is required to be included in every online enrollment system or enrollment packet and distributed to all students annually with emergency cards. BUSD has made the annual information part of online Parent Data Confirmation. Families self-identify their current nighttime residence during this process and the Student Services Homeless Liaison follows up with the family and obtains an SHQ. The BUSD liaison obtains an SHQ and refers the family to District resources and community supports. Parents can self-identify via the SHQ at any time during the school year at their school site or directly with the Student Services Homeless Education Program. If they are new to the program, they are referred to the District liaison for services and to complete an SHQ.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, principals and office managers shall ensure that their school site annually identifies all homeless students and refers families to the District liaison to accurately input student information, and indicate the nighttime residence in Aeries for accounting purposes. Additionally, the liaison is required to provide public notice of the educational rights and protections of students experiencing homelessness.

In addition, the designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Identification
2. Immediate enrollment;
3. Appropriate educational placement

4. Proper withdrawal from school; awarding and transfer of credits; records and grades;

5. Awareness and training

6. Consultation and collaboration with school counselors

7. Transportation

8. Allows partial credit

The BUSD Homeless Education Program provides:

• School enrollment; equal access to educational and meal programs; other support services

• Professional development; educational rights

• Removal of enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer

• Technical assistance to staff on proper identification, enrollment, and service needs of students and families; ensuring the privacy of student records

• Transportation, backpacks, school supplies, hygiene kits, and referrals for emergency clothing/shoes

• Medical, dental, and mental health referrals, in addition to other school/community services

• Educating students/parents on their educational rights

• Promote parent participation in school activities

• Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources

• Advocacy services for parents and students during school-related educational meetings, SSTs, IEPs, SARTs, or SARBs

• Mediation in school enrollment disputes

• Assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth

• Identification of students who may be eligible for the state AB 1806 graduation exception and support for graduation expenses and testing for secondary schools

Assist with the completion of FAFSA and other financial aid applications through at-risk counselors for college

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Burbank Unified:

Student transition activities are held at the:

- preschool/prekindergarten to elementary school

- elementary school to middle school

- middle school to high school

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to transitional kindergarten/kindergarten are critical to learners' continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood Education programs including Early Education Centers (EECs) and California State Preschools (CSPP) are provided orientation meetings at the elementary schools. The preschool alerts elementary schools that the entering student has attended a Burbank Unified School District early education program before enrolling in the elementary school.

For children enrolled in Early Childhood Education programs a planned transitional meeting will also be provided with the preschool teacher providing:

- A copy of the child's Pre-K Developmental Profile.

- A signed copy of the Permission to Transfer Preschool Information to Elementary School form.

For children enrolled in Early Childhood Education programs, parents/guardians must give permission for information to be transferred to the elementary school by:

1. Completing a Permission to Transfer Preschool Information to Elementary School. A copy of the permission form should be placed in the student's cumulative folder and a copy kept on file at the sending preschool.

2. Each pupil's information shall be kept in the elementary school's cumulative record folder in accordance with district policy.

3. Each pupil transitioning from the Special Education preschool services will also have a Special Education folder with the cumulative record folder.

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

A. through coordination with institutions of higher education, employers, and other local partners; and
B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Burbank Unified:

Middle School Orientation

Middle schools provide orientation days before the beginning of school to support elementary school students' transition to middle school. Students become familiar with the campus, receive their textbooks, get a tour of the school, and learn how to navigate the school and the school's system for communication and problem-solving. Students will engage in team-building activities to get to know their classmates, faculty, and staff. Some middle schools extend orientation over a few days and include academic preparation for English language arts and math, study skills, and any necessary testing.

Summer Bridge Programs

Middle school and high school summer bridge programs build student academic preparation for the English Language Arts, mathematics, a-g courses introduce college and career readiness skills, and organizational skills, and provide social-emotional support to assist with the transition from elementary to middle school and middle school to high school. The bridge programs help students make connections, build relationships, and ease the transition for students into middle and high school.

Concurrent Enrollment

BUSD has entered into agreements with community colleges to expand concurrent enrollment opportunities for high school students. The BUSD Board of Education and specific community colleges have agreed on a matrix of community college courses that are aligned with the California State Standards of high school courses. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college. The Division of Instruction has supported each school with funding college textbooks. In addition, students earn college credit.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)
Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

A. assist schools in identifying and serving gifted and talented students; and
B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Burbank Unified:

A. Assist schools in identifying and serving gifted and talented students:

The Gifted and Talented Program does not receive Title I funding. The GATE Office and District schools, however, do receive LCAP funding and may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated instruction that addresses their unique talents and advances their achievement. Funds may be used to provide staff access to professional learning opportunities focusing on instructional practices such as differentiated instruction, enrichment, acceleration, and curriculum compacting. Additionally, a school's funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e., low-income, African American, Latino, and English learners. Accordingly, funds can be used to increase gifted/talented learners' access to and engagement in high-quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness.

The Gifted and Talented program is guided by a BUSD Board-approved plan that gives guidance to the decision-making for the GATE program. A new identification system was implemented in 2016-2017 to better identify underrepresented students and is proving to be effective.

B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Additionally, personnel of the library program is not funded by Title I. District Office staff works directly with schools to provide all students with access to school libraries. A direct relationship exists between student achievement and access to appropriately staff well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to the successful implementation of State Standards.

District staff provides services such as:

- Assisting school site personnel on library media center issues and the development of library input teams at schools

- Training new teacher-librarians, library aides, school personnel, and District staff - Providing staff development

- Supporting and maintaining Destiny and the EBSCO Digital Library consisting of paid and free online content

- Coordinating school issues such as library media center schematics, collection development, weeding, and staffing

- Advising schools regarding modifications of library media centers - Evaluating, selecting, and developing collections, and cataloging

- Assisting in the development of California Model Library Standards-based courses and lessons

- Training, reviewing, and providing information for library-related grants and funding sources The District follows the California Model School Library Standards (2010) To graduate students who are college-prepared, career and life-ready, and life-long learners, BUSD provides each student with equitable access by centrally funding school library staffing and providing funding for up-to-date print and electronic collections.

STAFFING: The staffing standard as defined in the California Model School Library Standards is defined as a team consisting of a classified librarian, e.g., a classified position such as a library coordinator. The District provides funding to elementary schools for library aides based on student enrollment. In addition, schools may use their Title I funds to extend the hours of library aides. The number of computers or devices varies from school to school, especially as many schools continue to expand access to devices at school. Usually, the schedule for students and class visits is most flexible at secondary schools, especially those staffed by a classified library coordinator. At the elementary school level, the schedule is usually a fixed one for class library visits. At the elementary level, there is also the issue of supervising students by credentialed staff during instructional time.

CLASSIFIED LIBRARIAN RESPONSIBILITIES: District staff provide training and professional development to librarians focusing on media and information literacy and research skills. Librarians work with whole classes – including Special Education – small groups of students, and individual students. As funding allows, librarians, engage in collection development, weeding, ordering, cataloging, and supervising the work of student aides and library aides. Librarians provide book talks to students, as well as a “good book to read.”

RESOURCES: The District Office promotes diverse library collections that support the State Standards and frameworks, that provide appropriate age- and grade-level materials that support language needs, and, that provide for all students’ cognitive needs. The District provides the Digital Library for all students for use at school and via remote access.

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Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Burbank Unified:

The district uses the process for data collection outlined on the CDE website at https://www.cde.ca.gov/pd/ee/peat.asp. Our first step was to pull district and school data from the DataQuest from 2021-22. Excel spreadsheets were created. Data was reviewed by cabinet-level administrators that include HR, C and I, PD, State/Federal Programs, Business Services, ELs, SpEd, Assessments, Early Ed, CBEDS/CALPADS, BTSA, teacher, and classified representatives. Data included counts and percentages of low-income students, minority students, ineffective teachers, inexperienced teachers, and out-of-field teachers. The Data discussions concluded that the district does not have any significant gaps across all schools. Classrooms are staffed with fully qualified and appropriately credentialed teachers.

There are 5 ineffective (emergency permit, waiver) teachers across the district. Burbank High has two and Burroughs High has two. One is at Luther Burbank Middle School.

There are 42 out-of-field (Local Assignment Board-approved) teachers in the district. Burbank High has 6, Burroughs High has 9, Monterey High has 8, and the Independent Study Learning Academy has 10. Each of the three middle schools has two each. The Community Day School has 2. The out-of-field designation is due to teachers teaching multiple subjects.

Are minority students taught at higher rates by ineffective teachers? No. BUSD has 5 ineffective teachers, 2 are at BHS (35% minority), 2 at JBHS (66% minority), and 1 at Luther Burbank MS (63% minority). The differences in rates among the schools at the middle and high school levels are minimal.

Are low-income students taught at higher rates by ineffective teachers? No. BUSD has 5 ineffective teachers, 2 are at BHS (36% SED), 2 at JBHS (28% SED), and 1 at Luther Burbank MS (35% SED). The differences in rates among the schools at the elementary, middle, or high school levels are minimal.

Are minority students taught at higher rates by inexperienced teachers (two or fewer years of experience)? No. In the district as a whole, BUSD has 4% (29/774) inexperienced first and second-year teachers. BUSD has 12 elementary; 8 middle; and 9 comprehensive high school inexperienced teachers. At elementary, the percentages of minority students range from 30% (Miller) to 74% (McKinley). Miller has 3 inexperienced teachers. McKinley has 5 inexperienced teachers due to teacher retirements. The 6 teachers are expected to continue. At the middle school level the range of 32% minority at Muir Middle with 5 inexperienced teachers and 64% minority at Huerta Middle with 1 inexperienced teacher. All 6 are expected to continue. Burbank High has a 35% minority with 3 inexperienced teachers. Burroughs High has a 66% minority with 6 inexperienced teachers. The 9 teachers are expected to continue. There is no pattern of inexperienced teachers with high minority enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession.

Are low-income students taught at higher rates by inexperienced teachers? No. In the district as a whole, BUSD has 4% (29/774) inexperienced first and second-year teachers. BUSD has 12 at elementary schools; 8 at the middle school level; and 9 at the comprehensive high schools. At elementary, the percentages of low-income students range from 18% (Stevenson) to 46% (Miller). Stevenson has 1 inexperienced teacher. Miller has 3 inexperienced teachers. The 4 teachers are expected to continue. At the middle school level the range of 41% low-income at Muir Middle with 5 inexperienced teachers and 35% low-income at Luther Burbank Middle with 2 inexperienced teachers. All 7 are expected to continue. Burbank High has a 36% low income with 3 inexperienced teachers. Burroughs High has a 28% low income with 6 inexperienced teachers. The 9 teachers are expected to continue. There is no pattern of inexperienced teachers with high low-income enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession.

Are minority students taught at higher rates by out-of-field teachers? No. No. In the district as a whole, BUSD has 5% (42/774) out-of-field teachers. BUSD has 1 elementary; 6 middle; and 23

comprehensive high school inexperienced teachers. 10 out-of-field teachers are at the Independent Study Learning Academy. At elementary, the percentages of minority students range from 30% (Miller) to 74% (McKinley). Miller has 0 out-of-field teachers. McKinley has 0 out-of-field teachers due. Edison has 1 out-of-field teacher with a minority rate of 58%. The 1 teacher is expected to continue. At the middle school level the range of 32% minority at Muir Middle with 2 out-of-field teachers and 64% minority at Huerta Middle with 2 out-of-field teachers. All 4 are expected to continue. Burbank High has a 35% minority with 6 out-of-field teachers. Burroughs High has a 66% minority with 9 out-of-field teachers. The 15 teachers are expected to continue. Monterey has 8 out-of-field teachers with a 66% low-income rate. There is no pattern of out-of-field teachers with high minority enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession.

Are low-income students taught at higher rates by out-of-field teachers? No. In the district as a whole, BUSD has 5% (42/774) inexperienced first and second-year teachers. BUSD has 1 at an elementary school; 6 at the middle school level; and 23 at the comprehensive high schools. At elementary, the percentages of low-income students range from 18% (Stevenson) to 46% (Miller). Stevenson has 0 inexperienced teachers. Miller has 0 inexperienced teachers. Edison has 1 teacher with a 23% low-income rate. The 1 teacher is expected to continue. At the middle school level the range of 41% low-income at Muir Middle with out-of-field teachers and 35% low-income at Luther Burbank Middle with 2 out-of-field teachers. All 4 are expected to continue. Burbank High has a 36% low income with 6 out-of-field teachers. Burroughs High has a 28% low income with 9 out-of-field teachers. Monterey has 8 out-of-field teachers with a 36% low-income rate. The 23 teachers are expected to continue. There is no pattern of out-of-field teachers with high low-income enrollment at the elementary, middle, or high school level. All teachers are fully credentialed, supported by new teacher induction, and onsite colleagues as they develop their profession. The 23 is due to multiple preps that the teachers are teaching.

Address Disparities

With no disparities for either minority or low-income students, BUSD remains committed to having all of our teachers fully qualified and appropriately credentialed for their assignments. Human Resources, appropriate district office staff, and school administrators will continue to improve the hiring process to attract the highest quality candidates. Human Resources advertises positions earlier, which results in earlier hiring from larger candidate pools, and a better ability to hire fully credentialed teachers. Schools also have strong collaborative teams. Inexperienced Teachers The District provides a teacher assistance program with a mentor for all teachers who are placed on an improvement plan. The District provides administrators with a rigorous PD.

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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers, and opportunities to develop meaningful teacher leadership.

Response from Burbank Unified:

Professional growth and development are based on the following model:

- Identifying local needs of principals, teachers, and students
- Selecting an approach to address needs - Planning - Implementing - Monitoring and Reflecting
- Measuring Growth and Improvement

Professional development for all staff is aligned with State Standards, core curriculum, the CSTP, and program requirements. Student achievement data is the primary determiner of PD. PD is delivered by Instructional Services staff, the ELD TOSAs, Teacher Induction TOSAs, site administrators, and teachers. Principals (and PD to teachers from principals, as appropriate):

• Training for new and veteran administrators on policy, procedures, State Standards, assessments, curriculum, school plans, budget, staffing, discipline, CSTPs, etc.

• Instructional leadership using current research, best practices, and trends, based on the meta-analysis of John Hattie's Visible Learning

• Includes K-12 assessment data, CAASPP, CORE, WASC action plans, FPM requirements, TSI/ATSI/CSI, SPSA

• Addressing significant subgroups and closing the achievement gap

• Accelerating academic achievement and closing the achievement gap

• Differentiated Instruction for teachers and administrators

• Developing district assessments for reading, writing, mathematics in TK-5, as well as end-of-semester benchmarks in core courses in grades 6-12

• Innovative learning/engagement strategies/programs to improve student achievement

• Utilizing brain research

• Addressing student behavior issues and effective classroom management

• Continue parent/teacher conferences PD at the elementary level

• Monitoring teacher support programs funded with State money (for BUSD Induction) through informal and formal program reviews, participant feedback, and professional dialogue

• Monthly elementary and secondary principal meetings

• Management retreat twice annually

• Principal PLCs Teachers

• Train new trainers and sustain veteran teachers on the standards-based curriculum, instructional/engagement practices, and formative assessment and results

• Increasing vocabulary, comprehension, and writing in all content areas

• Intervention plans and strategies • Student achievement data tracked over time to address learning needs and gaps

• Training on specialized programs GATE, Special Education, ELs, Title I

• Examine achievement data to verify that target student populations' needs are being met

• Induction Program and ongoing support for new teachers • Provide support for SB 2042 credential teachers on meeting the needs of all students as they earn their professional teaching credential

• Provide technology PD – Google Classroom

• Technology learning tasks to teach students aligned to State standards

• Continue training teachers on designated software to improve student achievement.

Measuring Growth and Improvement quarterly review of classroom practices and student achievement by principals, teachers, and other leaders training with attention to:

• The number of students meeting/exceeding State Standards

• Examination of multiple measures achievement results (State and district student test results)

• Effective use of standards-aligned materials with fidelity

• Classroom walkthroughs to observe the implementation of curriculum and instructional practices

• Use PD feedback to identify further PD The following design steps for professional development include:

• Schedule PD during designated days, and release days; shortened Tuesdays (elementary and middle schools), late start Fridays (high school), after school or weekends

• Sustenance in the organization and management for continuous improvement of student achievement

• Use data collected from State/District assessments when presenting PD to raise awareness on areas of growth and to improve student learning.

BUSD provides a breadth of PD for administrators, teachers, and other school leaders. Training is tailored to the needs of staff. As staff advance in the district differing PDs occur based on the needs of the staff member and the role that the staff member plays. Systemically administrators participate in three monthly PDs. Teachers partake in at least two monthly PDs. These PDs are led by a variety of staff members depending on the topic.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Burbank Unified:

In December 2019, Monterey Continuation High School was identified for Comprehensive Support and Intervention (CSI). The graduation rate was reported as 50% well below the 67% threshold. 100% of funds are allocated to the school except for indirect costs. Budgeted expenditures include professional development, improving the delivery of curriculum from a packet-based system to direct instruction, providing interventions, providing additional counseling services, and monitoring the progress of students. Monterey exited CSI in January 2023 with an 86% graduation rate.

In January 2024, two schools were identified for Additional Targeted Support and Improvement (ATSI). The dark gray indicates a "Very Low" score on the California Dashboard. A light gray indicates a "Low" score on the dashboard. When families opt students out of the State test, the score automatically becomes "Very Low" for that student. That has a negative impact on the subgroup.

Each school is writing into their school plan actions that would help to move them out of ATSI status. The actions would be approved by the School Site Council. These actions will roll over into the school plan for 202-2025.

	English Language Arts	Math	English Learner Progress	Chronic Absenteeism	Graduation Rate	Suspension Rate	Participation Rate
Edison	NA	SWD – Declined 18.4 points	NA	NA	NA	NA	NA
Miller	NA	NA	EL – Declined 8.4 points	NA	NA	NA	NA

Schools use an MTSS approach based on students' needs creating programs and identifying resources to attend to students. That said, the number of students in high need does vary by school site. Student needs are identified by CAASPP, district test results, and professional judgment. Student needs are unique to each school and are described in SPSAs mainly addressing focusing on Title I and Title III. Schools with a higher number of students "not meeting standards" are provided with teacher professional development, reading/language arts, math, and interventions. Data reports are created for each school that identify student needs for All Students; Disadvantaged Students; English Learners; and Ethnicity. Data is reviewed at the district level by a broad spectrum of Cabinet members, principals, assistant principals, and curriculum specialists (teachers). Also, the baseline of support is described in the LCAP (funding based on the unduplicated count of high-needs students by school site in action 1.11 of the LCAP). District-level support available through the LCAP includes funding for staffing as described in the LCAP supplemental section, and tiered professional development described in the LCAP supplemental section. This design facilitates transparency and monitoring of program effectiveness as well as the responsible use of support funding. This structure allows us to monitor students based on need whether those be an enrichment for gifted students, students needing academic support, students needing social-emotional support, or students needing guidance towards meeting graduation requirements and preparation for college and career.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Burbank Unified:

BUSD organizes and shares out student outcome data (CAASPP, ELPAC, and district assessments) at least twice per year. All administrators and teachers have access to data in the student information system (School City). State and District assessment results are examined by administrators and teachers concerning the taught and learned curriculum, State Standards, and program requirements. In August CAASPP data is examined by each school staff by grade level and department by subgroups including All Students, Disadvantaged Students, English Learners, and Ethnicity.

Elementary schools administer district-developed assessments two times each year in grades K-5. Following the scoring of those tests school staff meet to examine the data by grade level, classroom, and individual student. Interventions are designed in reading/language arts and math for students in need following assessments. Intervention placement occurs when a student is identified and they are placed into an intervention program. Secondary schools administer district assessments twice each year as well as use class grades are used to identify students who need additional instructional support. Additional data is culled from teachers and school leaders, classroom observations, school-based student work, evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments. These data are used to guide programmatic changes and professional development for program staff.

Ongoing consultations include data chats with district/school administrators, curriculum specialists, and English learner site coordinators about student achievement and the need to intervene with underperforming students and those who need additional challenges. Our goal has been to isolate causal factors that affect student achievement and scale the allocation of resources to the relative effects of those factors. We maintain a wide array of monitoring metrics in both our LCAP and School Plans (SPSAs) to assist in targeting needs, allocating resources, and evaluating program effectiveness. Data is regularly reported to our stakeholders including our employee groups, governing board, parents, and the community. Disaggregated data is analyzed to guide the responsible allocation of resources to ensure safe, productive learning environments with the best overall educator effectiveness.

Title II Part A funds pay for two positions in the district:

1.) Teacher Induction/Implementation of State Standards; and

2.) Instructional Technology. Both TOSAs serve administrators and teachers. At least annually, the need for both positions is reviewed.

Priorities for each position are established. Discussions for both positions included district and school administrators, teachers, association officers, and parents through the LCAP process and additional district-led meetings. Both staff members meet with district office staff weekly to attend to immediate needs and plan for future priorities. BUSD coordinates Title II-funded activities with other related programs and subsequent activities. The roles of the TOSA's support data discussions, identification of needs, implementation of curriculum, interventions, assessments, and monitoring.

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Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Title III Professional Development

ESSA SECTION 3115(c)(2)
Describe how the eligible entity will provide effective professional development to classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Burbank Unified:

High-quality professional development is provided for classroom teachers, principals, administrators, classified and other school-based personnel that is:

a. designed to improve the instruction and use of assessment data of English learner students;
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for English learner students;
c. based on scientifically-based research demonstrating the effectiveness of professional development to increase children's English proficiency, substantially increase teachers' subject matter knowledge, teaching approaches, and teaching skills; and
d. has a long-term effect resulting in a positive and lasting impact on teacher performance in the classroom.

Burbank Unified School District endeavors to provide English learner students with highly qualified teachers who not only hold a Professional Credential but who also hold an appropriate Cross-cultural Language and Academic Development (CLAD) authorization which qualifies them to instruct English learner students in the State of California. All District teachers without the CLAD credential have an understanding that the certification must be completed within two years. New hires will not be moved into permanent status until the CLAD is completed. The District works with the Los Angeles County Office of Education (LACOE) to connect new hires with LACOE-sponsored workshops free of charge that they can amend after school or during the summer to prepare them to pass the State examination. These teachers are contacted annually and asked for an update on their current status regarding obtaining this credential. (At the time this was written 11 teachers were not fully CLAD authorized.) The professional development program is designed to improve instruction and, thus, the achievement of English learner students. District programs offered are research-based and have demonstrated effectiveness in developing English language proficiency and promoting academic achievement. District Professional Development Providers offer the listed trainings except as indicated.

Professional development offerings include training in:

- Adopted ELA and ELD standards and materials
- Step Up to Writing
- Project G.L.A.D. (Guided Language Acquisition Design)
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
- Literacy and engagement structures training for paraprofessionals • Workshops, institutes, and conferences such as CABE, CATESOL, Two-Way Dual Language Conference
- ELPAC (English Language Proficiency Assessments for California)

Training for teachers includes instructional strategies and program objectives being continually evaluated based on student assessment results from trimester assessments. Summative ELPAC and CAASPP assessments also help guide instruction.

Title III supplements the PD and support by providing ongoing opportunities for coaching, curriculum enhancement, and collaboration for teachers of ELs who have previously taken Step up to Writing training, Project GLAD PD, Designated ELD training, and Integrated ELD training. This ongoing site-level support supplements the first phase of PD provided by the LCAP Base and Supplemental grants, allowing teachers of EL and their Specialists/Coordinators to take a “deeper dive” to tailor their instruction and curriculum to meet the needs of ELs both in

Designated ELD and through Integrated ELD in the content areas. Administrators observe classrooms at least monthly to determine the effectiveness of teaching strategies and materials and assist teachers as required. In this way, the implementation of professional development is monitored. The District employs elementary ELD Specialists and secondary ELD Coordinators through the LCAP Supplemental Grant. Training for ELD Specialists and Coordinators is provided by the District EL Teacher on Special Assignment, which is also funded out of the LCAP Supplemental Grant. The training is held throughout the year and is designed to foster and maintain best instructional practices at their school sites. Practices learned in the training arc are then passed on to teachers at staff development meetings and through demonstration lessons in classrooms.

At monthly meetings, the ELD Specialists and Coordinators will:
• Review current data to evaluate student progress and determine needs
• Review Site Program Review documents and Action Plans to determine assistance needed by sites to implement successful programs
• Review newly implemented materials for effectiveness.
• Search for additional supplemental materials in identified areas
• Review newly implemented materials for effectiveness
• Search for additional supplemental materials in identified areas.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Burbank Unified:

Immigrant children and youth whose first language is not English will be provided comparable services as are all English Learners. Students benefit from supplemental materials funded by Title III Immigrant designed for newcomer students who are learning English. They will be offered intervention services funded out of Title III Immigrant that help them learn and adjust to a new country by attending before and/or after school classes or joining lunchtime intervention sessions with teachers. They will also be the recipients of instructional practices that are taught to appropriately credentialed teachers and instructional assistants. Immigrant children and youth will be placed in appropriate instructional settings including:

- Structured English Immersion
- Dual-Language Immersion
- English Mainstream for non-ELs Student progress will be monitored primarily by teachers, teachers on special assignments, and school principals.

When needed, Student Study Teams will be called to examine individual student progress.

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Burbank Unified:

All English Learners will have equal access to highly qualified teachers with CLAD or equivalent and will have access to skilled administrators at the school and district levels. All English Learners will have equal access to appropriate State and District Board-adopted instructional materials, daily Designated English Language Development, and comprehensible access to the core curriculum by Integrated ELD through Specially Designed Academic Instruction in English (SDAIE) strategies. All English Learners will make progress toward District goals on the California Assessment (CAASPP), English Language Proficiency Assessments for California (ELPAC), and District-designed tests developed by teachers.

Description of Programs and Services

Services are provided to English Learners (ELs) to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in Transitional Kindergarten through grade 12 in all classroom settings. These services enable ELs to overcome language barriers and are provided until they have demonstrated English language proficiency. The District will provide all ELs with instructional programs that comply with State EC 300-340 and federal legal requirements. These programs are research-based and approved by the COE.

Description of Programs and Activities

Structured English Immersion

The Structured English Immersion program's curriculum and instruction are designed for pupils who are learning English. Students receive instruction in English, including designated ELD instruction and integrated ELD within their grade level academic subject matter content (English, math, social studies, science). The program immerses students in English-language instruction with primary-language support (as needed), provided through the use of aides, peer tutors, community volunteers, and appropriate instructional materials. Reading/Language Arts (with Integrated ELD), as well as Designated English Language Development (ELD), are provided through the implementation of State Board approved curriculum: Benchmark's Advance for grades K-5 and Houghton Mifflin Harcourt's California Collections in grades 6-12. Academic subjects in all core-curricular areas are taught according to California State Content standards. Students are assessed on their progress toward meeting ELD and content standards through District and State assessments. Support is provided for students using Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support (when available). Teachers of these students are (Bilingual) Cross-cultural Language and Academic

Development (B/CLAD), Senate Bill 1969/395, or CTEL authorized, as are the administrators who evaluate them.

Dual-Language Immersion (Spanish-English)

The Dual Language Immersion (DLI) program provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Content area instruction is in Spanish for 90% of the day in kindergarten, decreasing by 10% Spanish language instruction each year until a ratio of 50/50 is attained in 5th grade. English learners are provided both Designated ELD and Integrated ELD during the English-language part of the day. Spanish/Language Arts with Integrated SLD, as well as Designated English Language Development (ELD), are provided by State Board approved curriculum: Benchmark's Advance for Reading/Language Arts and ELD and Benchmark's Adelante for Reading/Spanish Language Arts. Academic subjects in all core-curricular areas are taught according to California State Content standards. Students are assessed on their progress toward meeting ELD and content standards through District and State assessments. Support in DLI comes from teacher implementation of SDAIE strategies and Integrated ELD/SLD. Teachers of these students hold bilingual authorizations in Spanish.

Programs are funded by LCAP Base or Supplemental Grants. Activities such as interventions, supplemental instructional materials, and PD and curriculum enhancement centered around initial Project GLAD training, are funded out of Title III.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
B. meeting the challenging State academic standards.

Response from Burbank Unified:
The effectiveness of the programs for English learner students is determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects as measured by the State's Accountability Model and School Dashboard BUSD has adopted materials from the State-approved list of adoptions for core curriculum for both elementary and secondary students.

Benchmark Advance and Adelante are the adopted core programs for English Language Arts (ELA) in Grades TK-5. All students, including English learners (ELs), Gifted and Talented Education (GATE), and Special Education, have access to the core curriculum. ELs are placed in the Structured English Immersion (SEI) program or the Dual Immersion (DI) program where they receive thirty minutes of daily Designated English Language Development (ELD). This is provided through support and supplemental programs, connecting prior background knowledge, comprehension strategies, and linguistic patterns taught in small group settings. Both progress in English proficiency and academic achievement in core subjects are measured through the English Language Proficiency Asssessments for California (ELPAC), the California Assessment of Student Performance and Progress (CAASPP), Scholastic Reading Inventory (SRI), and iReady ELA assessments given at the end beginning of the school year and end of the school year. For Secondary, the BUSD has chosen HMH's California Collections as the adopted core program for ELA in grades 6–12. The Language Workshop is the component of Collections used for Designated ELD. The program includes Integrated ELD strategies. It provides scaffolded instruction, cooperative learning, and metacognitive strategies to maximize learning. Progress in language proficiency is measured through program assessment, the ELPAC, interim assessments, and the CAASPP.

The District's Master Plan for ELD outlines the program requirements for ELs at elementary, middle, and high schools. It also includes the level of proficiency expected to move on to the next level. An extensive Annual EL Program Review, completed each year by site administrators and specialists, identifies strengths and areas of improvement. An Action Plan addresses the latter. The progress of ELs is demonstrated on the CAASP, ELPAC, local assessments, and curriculum-embedded assessments. The ELD Matrix (elementary) and writing prompt (secondary) are used by teachers annually to judge language growth. Data on EL student progress is disaggregated and used to complete each school's Single Plan and for the completion of Individual Learning Plans (elementary) or Individual Intervention Plans (middle school).

Title III funds will be used to supplement services and materials for ELs. ELs have the opportunity to attend before and/or after-school supplemental intervention classes. Also, supplemental materials may be purchased for those students needing materials at a level more suitable to their proficiency. Services are provided to ELs to ensure that they are acquiring English language proficiency and are receiving appropriate instruction in the core curriculum. Additional and appropriate educational services are provided in TK through grade 12 to ensure that the specific needs of ELs are met.

The district programs that address the needs of ELs for tutorials and/or intensified instruction are:

- Student Support Team (SST) process
- Before/After school intervention
- Summer school programs specifically for ELs To ensure that ELs have access to information related to vocational education, college attendance, and career opportunities, the District provides the following services:
- Visits from the CTE counselor to administer "Career Targets," an occupational interest survey, including interpretation of results:
- Information about vocational classes

• A college fair
• College financial assistance nights
• Vocational and CTE courses
• College classes at the community college Programs currently in place include:
• Before and after school extended day
• Individual Learning Plans and Individual Intervention PlNs
• Student Study Teams
• Intervention held during, before, and/or after school
• Supplemental materials used during the intervention
• Special Education
• Adult School English as a Second Language services also addressed in sections 1, 2, and 3 are detailed below reinforcing the "core" activities and services for English learners. Two programs offer core and ELD: Structured English Immersion and Dual Immersion. Each school's SPSA outlines strategies to help ELs close the achievement gap and become proficient in the English language and academic content.

Resources and strategies to assist schools are:
• Master Plan for English Learner Programs
• English Language Development program
• Integrated ELD utilizing SDAIE and other strategies for content classes • State ELD standards
• State Standards for core academic areas
• Professional Development in Designated and Integrated ELD As a remedy for not achieving, the District will provide:
a. A new ELA/ELD curriculum for grades TK-5 and allow grades 6-12 to pilot programs aligned to State Standards
b. Intensified instruction for ELs
c. College and career pathways for ELs
d. Integrated instruction for ELs
e.Provide instructional strategies PDs using Project GLAD strategies and other professional developments
f. Create Project GLAD units by teachers g. Support schools with TOSAs

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Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development

as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Response from Burbank Unified:

The Title IV application was developed through consultation with Title I Advisory and with Title III DELAC as well as BUSD Cabinet. School administrators also provided an additional layer of consultation. Needs were identified from the District's annual parent and employee survey. The need to address mental health coupled with safe and healthy students is a clear goal. In 2022-2023, BUSD received $127,541. Well-rounded education activities including career guidance and counseling are scheduled to receive $50,000. Safe and Healthy activities with a focus on mental health services, training of school personnel, PBIS activities, and drug and violence prevention are scheduled to receive $50,000. The district is partnering with Burbank Family Services to provide expertise in these areas and provides services to students, staff, and families at the two comprehensive high schools. Services will not only focus on mental health but on career guidance and counseling. District staff will meet monthly with the Burbank Family Services staff to review monthly activities and to set targets to support the Burbank community. Effective Use of Technology is scheduled to receive $20,000. Technology professional development will be used to support teachers in using the School City database and reports to guide instruction. School City contains all of the demographic and testing information for CAASPP, ELPAC, and district assessments data along with other test data. Professional development will begin with school administrators and curriculum specialists so that they can provide support to teachers as they use the School City. Professional development will also be made available to administrators and teachers in using iReady, Renaissance products and other resources. The effective use of these technology tools will be expanded to increase their effective application by students resulting in increased student achievement.

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B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

Response from Burbank Unified:
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C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Response from Burbank Unified:
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D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

Response from Burbank Unified:
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E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Burbank Unified:
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2023-2024 Teacher Assignments

	Out-of-Field Teacher (Local Assignment Approval by Board)	Ineffective Teacher (emergency permit, waiver)	Inexperienced Teacher (2 years or less)	Percentage of Low-Income (2023-24)	Percentage of Minority (2023-24)
BHS	6	2	3	35.83	34.6
JBHS	9	2	6	27.89	65.6
Monterey	8	0	0	35.82	65.6
Huerta	2	0	1	35.60	63.7
Luther	2	1	2	35.32	62.7
Muir	2	0	5	40.49	32.3
CDS	2	0	0	73.91	73.1
ILA	10	0	0	30.91	31.5
Disney	0	0	0	35.57	73.6
Edison	1	0	1	23.14	58.4
Emerson	0	0	0	31.92	37.6
Harte	0	0	0	22.93	61.6
Jefferson	0	0	1	21.12	42.3
McKinley	0	0	5	34.68	73.9
Miller	0	0	3	45.80	29.9
Providencia	0	0	0	45.30	73.2
Roosevelt	0	0	0	17.06	53.5
Stevenson	0	0	1	17.88	54.6
Washington	0	0	1	46.14	58.2
District Total	42	5	29		

Ineffective Teacher

An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:

- Provisional Internship Permits,
- Short-Term Staff Permits

- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

Out-of-Field Teacher

A credentialed out-of-field teacher is:
A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])

Inexperienced Teacher

A teacher who has two or fewer years of teaching experience.

Minority Student

A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-Income Student

A student who is eligible to receive Free or Reduced-Price Meals

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Action on Final Settlement Agreement (Special Education)

Background:

The Board of Education is being asked to approve the Final Settlement Agreement for Special Education Student 960028519 pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

In an effort to resolve the disagreement between the District and the Parent of Special Education Student 960028519 concerning services and/or school placement, a formal settlement agreement was offered on May 6, 2024 to the Parents. To avoid additional time and expense concerning this matter, the District settled the dispute with the Student's Parents, without admitting any liability.

Fiscal Impact:

Not to exceed $19,250.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve Final Settlement Agreement for Special Education Student 960028519, not to exceed $19,250, (01.0-65000.0-50010-36000-5813-7440000), June 1, 2023 through May 31, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

UNADOPTED MINUTES OF THE BOARD OF EDUCATION
BURBANK UNIFIED SCHOOL DISTRICT

April 20, 2023

Burbank City Hall
275 E. Olive Avenue
Burbank, California

MEMBERS PRESENT:
Steve Ferguson
Emily Weisberg
Armond Aghakhanian
Abby Pontzer Kamkar

MEMBERS ABSENT:
Charlene Tabet

STUDENT BOARD MEMBERS PRESENT:
Ever Huerta, John Burroughs High School
Serineh Ter-Petrossyan, Burbank High School

STUDENT BOARD MEMBERS ABSENT:
Katherine Fagnani, Monterrey High School

Also present were Matt Hill, Superintendent; Sharon Cuseo, Assistant Superintendent, Instructional Services; John Paramo, Assistant Superintendent, Educational Services; Sarah Niemann, Assistant Superintendent, Human Resources.

1. CALL TO ORDER

1.a NOTICE TO THE PUBLIC

The District is providing alternatives to in-person attendance for viewing and participating. Any individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction during one of the three Public Comments sections. Instructions for Virtual Public Speakers Who Wish to Address the Board: 1. Speakers who wish to provide a Public Comment virtually should sign up at this link:https://forms.gle/nmJMmesNfPAvvLF68 before 3pm on Wednesday, April 19th . Please indicate if your comment pertains to (1) an item on this agenda, or (2) a subject within the jurisdiction of the Board of Education. Closed Session Public Comments must be given in person. 2. The Zoom Webinar will open at 6:30 p.m. Speakers are asked to rename their Zoom profile to indicate their full name to expedite this process. Please note that only those individuals who have signed up to speak prior to 3:00 p.m. the day before the meeting will be allowed to enter the Zoom Webinar. Speakers will receive an email Wednesday afternoon with the Zoom Webinar login details. 3. When it is time for a speaker to address the Board, the speaker's name will be called and the speaker should activate their microphone and camera. Speakers must be present in the Zoom Webinar when their name is called in order to address the Board. Speakers are also requested to state their name (and their pronouns, if desired)

prior to addressing the Board. Please note that the chat function will be disabled. 4. After a speaker completes their public comment, or if the five-minute (5) time limit has been reached, the speaker will be removed from the Zoom Webinar and can continue watching the meeting by streaming it at www.burbankusd.org/boemeetings 5. If you require Spanish, Armenian, or ASL translation of the meeting, please email cindyquiterio@burbankusd.org prior to 3:00 p.m. the day before the meeting to receive a registration link.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications on Closed Session Agenda Items (In-Person Only)

An individual or group representative may address the Board of Education on any Closed Session agenda item by completing a white request card. Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

2.b Staff Responses

2.c Board Members' Responses

3. CLOSED SESSION

3.a Conference with Labor Negotiator, Pursuant to Government Code §54957.6

Agency Negotiator: Sarah Niemann Employee
Organization: Burbank Teachers Association (BTA)

3.b Public Employee Discipline/Dismissal/Release Pursuant to Government Code §54957

3.c Action on Student Expulsion

The Board of Education will take action in closed session pursuant to Education Code Section 48900.7, 48900(b), 48900(c), and 48900(h) and on the expulsion recommendation by the Administrative Hearing Panel for Student 960033703, as presented in Confidential Exhibit 3c.

3.d Conference with Legal Counsel - Existing Litigation Pursuant to Government Code §54956.9 (b)(1) and (b)(3)(A)

Final Settlement Agreement for Special Education Student 960007354

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE

The Board reconvened in Public Session at 7:08 p.m. Dave Kemp, former Board President led the Pledge of Allegiance.

5. REPORTING ON CLOSED SESSION

President Ferguson reported that item 3a was for discussion only with no action taken. With regard to item 3b, the Board of Education voted to approve the discipline/dismissal/release for employee CL0039-23. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet. The acceptance of written determination for employee CT134-23 was tabled. On item 3c, the Board of Education voted to approve the notice of intent action on student expulsion motioned by Ferguson seconded by Weisberg. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet. With regard to item 3d, the Board of Education voted to approve the Final Settlement agreement for Special Ed student 960007354. It was motioned by Ferguson, seconded by Weisberg and the motion carried 4-0 by Ferguson, Weisberg, Aghakhanian and Pontzer Kamkar. ABSENT: Tabet.

6. ADJUSTMENTS TO THE AGENDA

Superintendent Hill requested to pull item 13i. He stated that the lake did not have staffing and that they are looking into alternate sites.

President Ferguson requested to pull item 14a until after closed session.

7. ITEMS FOR FUTURE AGENDAS

Vice President Weisberg shared that the Board meetings can be watched in the Burbank City YouTube channel.

8. PRESENTATIONS / RECOGNITIONS

President Ferguson shared the passing of Christian Morales and Frank Kallem. He wished to adjourn this meeting in their honor.

Vice President Weisberg thanked everyone who helped with the Town Hall meetings and the Special meeting. She thanked the teachers that she visited on the week after spring break.

Member Pontzer Kamkar thanked the teachers and principals that she visited on the week after spring break.

Clerk Aghakhanian attended the Armenian Genocide Commemoration event and was touched by the event. He also attended the Rotary Club as well as Leadership Burbank.

President Ferguson thanked staff who helped facilitate Town Hall meetings. He expressed that some safety solutions start at home. He noted that at the end of June, there will be a report on the 100-day plan from the date of the incident at Burbank High School. He thanked everyone for their patience with this matter.

9. REPORTS FROM THE BOARD

9.a Student Representatives

Serineh Ter-Petrossyan, BHS and Ever Huerta, JBHS; will report on activities at their respective schools.

Student member Ter-Petrossyan reported on activities held at Burbank High School.

Student Ever Huerta reported on activities held at John Burroughs High School.

10. REQUESTS TO ADDRESS THE BOARD

10.a Public Communications on a Subject Within the Jurisdiction of the School Board

An individual or group representative may address the Board of Education on any subject within its jurisdiction by completing a blue request card Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The order of speakers will be 1) students 2) Item(s) on the Agenda 3) Item(s) not on the agenda. The Superintendent may refer the matter to the proper department for review.

Lia Zargaria, BUSD student, spoke in support of teachers. She stated that teachers should get paid more and that they should get paid for their time outside of the classroom.

Lynn Rothacher, BUSD staff, indicated that for the first time in her career, she feels that current conditions are not sustainable. She addressed President Ferguson's comment about safety versus raises. She shared that the district needs more campus supervisors for the safety of students and staff.

Chris Mitchell, BUSD staff, reviewed the raises that were issued to teachers during the last few years. He commented on retirement concerns morale issues and retention of staff.

Steve Starleaf, BUSD parent, spoke in support of Special Education teachers Lee Carlton and Jennifer Gomez for the difference that they make in student's lives.

Erin Berich, BUSD staff, stated that there are many open positions in the District. She explained that non-public agency staff make more money and it deters people from applying to the District. She asked that they offer higher salaries in order to retain staff.

Katherine Colvin-Marvin, BUSD staff, spoke in support of teachers and asked for higher salaries.

Amalia Hernandez, BUSD staff, asked that the board approve the 9% raise that BTA is requesting. She pointed out that they have had nine teachers in two classrooms in the last two years. She requested a competitive raise.

Roberto Villalta, BUSD employee, indicated that no one sent him his new work schedule. He stated that he has been assigned to more areas to clean and that he doesn't have the time to clean all of the new areas assigned to him.

Joel Schlossman, community member, stated that he would like to know which BUSD Assistant Superintendents surrendered their vacation for money. He stated that teachers receive good benefits and that students should help clean the schools as community service.

Britta Maslyk, BUSD parent and employee, explained that as part of her master's program, she had to look at the district's budget. She learned terminology and had questions about the budget but didn't ask. She asked that district staff find money for a 9% raise.

Jerry Mullady, BUSD staff, insisted that teachers don't get paid for time that they don't work. He indicated that the District always claims that there is a deficit. He noted that teachers helped raise attendance. He claimed that it is not fair to ask the public to choose safety or compensation.

Andre Dionysian, BUSD student graduate, commented that not being able to find the 9% raise for teachers is hard to believe and that it is disappointing.

Becky Tipton, BUSD staff, spoke in support of a raise for teachers. She stated that actions speak louder than words and that she would like to see some action.

Diana Abasta, BUSD teacher and president of BTA reflected on furlough days that BTA offered in the past and expressed that it was a loss of pay for teachers. She stated that Burbank's enrollment is not declining and that teachers are leaving to neighboring districts who pay more and give better benefits.

Luane Kashishian, BUSD parent, shared that there are drug concerns at Dolores Huerta Middle School. She states that the District needs to do more to make sure that students are safe and secure. She asked that drug dogs be brought back and that security staff be hired.

10.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

Superintendent Hill addressed Lia Zargaria and commended her research and composure. He thanked Steve Starleaf for recognizing Lee Carlton and Jennifer Gomez and for sharing his story. He addressed Roberto Villalta and indicates that he will follow up with Kevin Hale, Dennis Maxwell and Kenny Knoop and confirmed that they will have a conversation about the schedules with him. He expressed to Joel Schlossman that educators work hard and that they are looking into creative solutions in order to compensate teachers fairly. He noted that not all Board Members were at the Town Hall due to the Brown Act. He asked that Britta Maslyk keep sending ideas as he would like her input for budget solutions. Regarding negotiations, he appreciated the advocacy and the tone. He acknowledged the comments that Diana Abasta and Chris Mitchell made and noted that the District and the Union have worked together to balance the budget.

10.c Board Members' Responses

Board Members will respond to public comment and will comment on items of interest to the community.

Member Pontzer Kamkar acknowledged that they know that teachers don't work from 8-3. With regard to general questions about the budget, she expressed that there are LCAP meetings for aligning the funding to goals. She explained that not all Board Members attended the Townhall meeting because it would be a violation of the Brown Act.

Clerk Aghakhanian thanked teachers for coming and confirmed that it's time for fair compensation. He recognized that one of the main reasons people move to Burbank is because of their schools.

Vice President Weisberg thanked Lia Zargaria and encouraged her to reach out to Senator Portentino, Assembly Member Friedman, and elected officials. She addressed Amalia Hernandez and noted that she would like to visit her classroom. She explained to Roberto Villalta that she immediately reached out to his CSEA president to make her aware of his work load. She addressed Joel Schlossman and shared what she as a teacher does during the summer and that she works another job since she does not get a paycheck at that time. She asked that he stop sharing misinformation. She explained that Diana Abasta shared that the Board and BTA used to meet and look at the budget from multiple perspectives and that she will ask the Board to continue to do that regularly. She addressed Andre Dionysian and asks if they can have dialogue in and outside of a Board meeting so that they can move things forward. She encouraged more communication. She thanked Diana Abasta for directing her to any classroom that she could visit. She addressed Luane Kashishian's comments regarding vape pens and expressed that Kenny Knoop and Nicole Cody, BUSD admin staff are both aware of these concerns. She is open to the discussion around drug dogs but explained that she would like to be mindful of student's well-being. She asked if the drug dogs on can be on campus after school hours.

President Ferguson expressed that they have heard the comments on compensation and that they will be discussed in closed session. He addressed the comments made by Lynn Rothacher and Jerry Mullady and stated that when employees are compensated well, it will address public safety and the safety of the schools. He indicated that there needs to be investment in both. He explained that he loves teachers and classified staff and wants to figure out how to move forward. He pointed out that there needs to be competitive compensation and less contracting out. He thanked Lia Zargaria and Roberto Villalta for their comments. He thanked Steve Starleaf and Ever Huerta for the positive feedback. He thanked Diana Abasta for her service to the District and for being a partner in problem-solving.

12. PUBLIC HEARING - Approximately 9:25 p.m.

Jerry Mullady stated that voting in the next election will be a problem.

Joel Schlossman shared that he supports going to District schools and that he wants change within the schools.

Vice President Weisberg explained that she cares about all students and that her personal agenda is doing what is best for the District. She addressed Jerry Mullady and noted that things changed in 2020 to sync up with the elections in Los Angeles County.

President Ferguson indicated that there are benefits when transitioning to Districts. He explained that the Board needs to go through the process of selecting maps. He referenced Joel Schlossman's comments and stated that they were sexist and asked him to set an example.

12.a Fourth Public Hearing Regarding Potential Composition of Trustee Areas Prior to Drawing of Maps, Pursuant to Election Code section 10010, subdivision (a)(1)

The Board of Education will conduct a public hearing to receive input from any interested parties regarding the potential composition of trustee area boundaries, per the requirements of law, as presented.

CVRA Public Hearing 4th Map Hearing BAI.pdf (OF 30,082)

11. REPORTS TO THE BOARD

11.a Report on District Vacancies - **TABLED**

Sarah Niemann, Assistant Superintendent, Human Resources Services, will report on District Vacancies, as presented.

District_Vacancies__Hiring_Update_Presentation.pdf - **TABLED**

Item 11a was tabled for a future meeting.

11.b Report on the 2021-2022 Annual Financial Report and the Financial and Performance Audits of the Proposition 39 General Obligation Bonds Building Fund Measure S Program

Andrew Cantwell, Assistant Superintendent, Administrative Services, will introduce Gema Ptasinski, Certified Public Accountant of CliftonLarsonAllen LLP (CLA), who will review the 2021-2022 Annual Financial Report and the $110 million Measure S General Obligation Bond program report, as presented.

Audit Report 2021-22 - Review.pdf (OF 30,083)

President Ferguson moved to item 13a.

11.c District Demographer Presentation on By-Trustee Area Map Development and Criteria under the California Voting Rights Act

Andrew Cantwell, Assistant Superintendent, Administrative Services, will introduce Ken Chawkins, National Demographics Corporation who will present on By-Trustee Area Map Development and Criteria under the California Voting Rights Act, as presented.

CVRA Demographer April 20 Pre-Map Presentation.pdf (OF 30,084)

13. NEW AND/OR UNFINISHED BUSINESS

13.a Adoption of Resolution 23 – Proclaiming April 24, 2023 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923

That the Board of Education adopt Resolution 23 – Proclaiming April 24, 2023 as the Burbank Unified School District's Day of Commemoration of the Armenian Genocide of 1915-1923, as presented

Armenian Genocide Day_Resolution 23_042023.pdf (OF 30,085)

It was moved by Armond Aghakhanian, and seconded by Steve Ferguson, that the Board of Education approve the item as amended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.b Adoption of Resolution 24 Proclaiming May 2, 2023 as Day of the Teacher and May 1, 2023 through May 5, 2023 as Burbank Unified School District Teacher Appreciation Week

That the Board of Education adopt Resolution 24 proclaiming May 2, 2023 as Day of the Teacher and May 1, 2023 through May 5, 2023 as Burbank Unified School District Teacher Appreciation Week, as presented.

Resolution 24 - Day of the Teacher.pdf (OF 30,086)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as amended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.c Adoption of Resolution 25 Proclaiming May 18, 2023 as Speech Pathologist Day

That the Board of Education adopt Resolution 25 proclaiming May 18, 2023 as Speech Pathologist Day, as presented.

SPED Resolution 25 Speech Pathologist Day.pdf (OF 30,087)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.d Adoption of Resolution 26 Proclaiming May 10, 2023 as School Nurse Day

That the Board of Education adopt Resolution 26 proclaiming May 10, 2023 as School Nurse Day, as presented.

Resolution 26 - Nurses.pdf (OF 30,088)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.e Adoption of Resolution 27 Proclaiming the Week of May 1, 2023 through May 5, 2023, Substitute Teacher Appreciation Week

That the Board of Education adopt Resolution 27 proclaiming the week of May 1, 2023 through May 5, 2023, as Substitute Teacher Appreciation Week, as presented.

Resolution 27 - Substitute Teacher Week.pdf (OF 30,089)

It was moved by Steve Ferguson, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.f Adoption of Resolution 28 Proclaiming May 5, 2023, as School Lunch Hero Day

That the Board of Education adopt Resolution 28 proclaiming May 5, 2023 as School Lunch Hero Day, as presented.

Resolution 28-Lunch Hero Day.pdf (OF 30,090)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.g Acceptance of the 2021-2022 Annual Financial Report and the Financial and Performance Audits of the Proposition 39 General Obligation Bonds Building Fund Measure S Program

That the Board of Education accept the 2021-2022 Annual Financial Report and the Financial and Performance Audits of the Proposition 39 General Obligation Bonds Building Fund Measure S program, as presented.

Audit Report 2021-22 - Acceptance.pdf (OF 30,091)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.h Approval of Federal Addendum Annual Revision for 2022-2023

That the Board of Education approve the revised Federal Addendum for 2022-2023, as presented.

Federal Addendum Annual Revision 4 20 23.pdf (OF 30,092)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.i Approval of Contract with Oso Lake Scout Camp for Emerson Elementary School - **TABLED**

That the Board of Education approve the contract with Oso Lake Scout Camp, effective May 4, 2023, through May 5, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Emerson Oso Lake Scout Camp OSS Contract April 2023.pdf - **TABLED**

13.j Approval of Agreement for Use of Facilities Between Burbank Unified School District and Kids' Community Dental Clinic

That the Board of Education approve the agreement for use of facilities between the Burbank Unified School District and the Kids' Community Dental Clinic, to provide dental services for students, effective July 1, 2023, through June 30, 2028, and the authority to sign the updated lease agreement be exercised pursuant to BUSD—AR 3314, as presented.

Kids Dental Clinic 4 20 23.pdf (OF 30,093)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.k Approval of AR 6146.1: High School Graduation Requirements

John Paramo, Assistant Superintendent, Educational Services, will facilitate the Board's approval of the proposed revisions of AR6146.1:High School Graduation Requirements, as presented.

Revisions to HS Grad Requirements 4.20.2023 (002).pdf (OF 30,094)

It was moved by Emily Weisberg, and seconded by Abby Pontzer Kamkar, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.l Adoption of the Proposed 2023-2024 Instructional Calendars for Burbank Adult School

That the Board of Education adopt the proposed 2023-2024 Instructional Calendars for Burbank Adult School, as presented.

Instructional Calendar Adult School.pdf (OF 30,095)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

13.m Approval to Increase Budgeted Amount for Child Care Careers and The Education Team Agreement

That the Board of Education approve the increase in funding for Child Care Careers (CCC) to provide substitutes for the child care centers, not to exceed $100,000 ($81,000-12.0-90602.0-11100-10000-5890-7540000 and $19,000 -01.0-90201.0-11100-10000-5890-7548000), effective July 1, 2022, through June 30, 2023, as presented.

CCC-TET Budget Increase 4.20.pdf (OF 30,096)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet.

14. CONSENT AGENDA

14.a Action on Final Settlement Agreement (Special Education) - **TABLED**

That the Board of Education approve Final Settlement Agreement for Special Education Student 960007354, total not to exceed $271,000 (01.0-65000.0-50010-36000-5813-7440000), effective April 7, 2023 through December 31, 2027, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960007354 Settlement Agreement.docx.pdf (Confidential Exhibit, OF 30,128) - **TABLED**

Item 14a was tabled until after closed session.

14.b Approval of Personnel Report Number 22-23-16

That the Board of Education approve Personnel Report number 22-23-16, covering Certificated and Classified personnel, and consisting of Pages 1 to 24 inclusive, as presented.

Personnel Report 22-23-16 FINAL.pdf (OF 30,097)

14.c 2022-2023 Purchase Order Report

That the Board of Education approve Purchase Orders for 2022-2023 as listed through March 13, 2023, as presented.

2022-2023 PURCHASE ORDER REPORT.pdf (OF 30,098)

14.d Approval of Warrants

That the Board of Education approve payroll warrants in the total amount of $12,014,658.53 and commercial warrants in the total amount of $6,952,589.87, as presented.

Warrants.pdf (OF 30,099)

14.e Approval of Instructional Consultant Services

That the Board of Education approve the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Inst Consultants 042023_Redacted.pdf (OF 30,100)

14.f Ratification of Agreement for Instructional Consultant Services

That the Board of Education ratify the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Ratif Inst Consultants 042023_Redacted.pdf (OF 30,101)

14.g Approval of Amended Consultant Agreement for Darryl Johnson

That the Board of Education approve an amended Consultant Agreement between Burbank Unified School District and Darryl Johnson to provide instructional consultant services, effective January 9, 2023 through March 12, 2023, in the amount of $4,500 (01.0-90201.0-11100-10000-5810-2148200), and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Daryl Johnson Amendment_Redacted 042023.pdf (OF 30,102)

14.h Ratification of Agreement for Professional Services

That the Board of Education ratify the Agreement for professional services between the Burbank Unified School District and Patricia Barrett, effective April 1, 2023 through June 30, 2023, to provide assistance with an employee disciplinary hearing, not to exceed $8,000 (01.0-90335.0-00000-27000-5880-7558000), and that authority to sigh the agreement be exercised pursuant to BUSD - AR 33414, as presented.

Agreement Professional Services - Barrett.pdf (OF 30,103)

14.i Approval of Amended Consultant Agreement for MKM Bollystars Dance Company

That the Board of Education approve an amended Consultant Agreement between Burbank Unified School District and MKM Bollystars Dance Company to provide instructional consultant services, effective May 1, 2023 through May 19, 2023, in the amount of $3,546 (01.0-90201.0-17011-10000-5810-2038700), and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Amendment MKM Bollystars_Redacted 042023.pdf (OF 30,104)

14.j Approval of Amended Consultant Agreement for Wildlife Learning Center

That the Board of Education approve an amended Consultant Agreement between Burbank Unified School District and Wildlife Learning Center to provide instructional consultant services, effective April 6, 2023 through April 7, 2023, in the amount of $1,235 (11.0-63910.0-41102-10000-5810-5330000), and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Amendment Wildlife Learning 042023.pdf (OF 30,105)

14.k Ratification of Agreement between the Burbank Adult School and Burlington English

That the Board of Education ratify the Memorandum of Understanding (MOU) between Burbank Unified School District and Burlington English to provide an online platform that focuses on instruction for English learners in four skill areas: listening, speaking, reading and writing, effective December 16, 2022, not to exceed $19,200 (11.0-63910.0-41102-10000-5840-5330000) and the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

ratification bas burlingtonenglish 4 20 23.pdf (OF 30,106)

14.l Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between the Burbank Unified School District and Endtest Pro Psychology Inc., to provide a Psychoeducational Independent Educational Evaluation (IEE) and attend an IEP for Special Education Student 960041809, not to exceed $6,000 (01.0-33050.0-57602-11900-5850-7440000), effective April 4, 2023 through December 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960041809 Endtest Pro Psychology_Ratification.pdf (OF 30,107)

14.m Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between Burbank Unified School District and LA Speech Pathology Services, Inc., to provide a School Psychologist, not to exceed $34,500 (01.0-65460.0-57601-11800-5810-7440000), effective March 3, 2023 through June 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services LA Speech Pathology_Ratification.pdf (OF 30,108)

14.n Amended Agreement for Professional Services (Special Education)

That the Board of Education amend an agreement between Burbank Unified School District and EdTheory, LLC, to provide a credentialed special education teacher, not to exceed $36,668 (01.0-65000.0-57601-11804-5810-7440000), effective August 8, 2022 through October 28, 2022 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented. Note: The original agreement was approved on August 4, 2022 in the amount of $33,642. This amendment adds an additional $3,026 to increase the total not to exceed $36,668.

SPED Professional Services EdTheory_Amendment.pdf (OF 30,109)

14.o Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between Burbank Unified School District and Sarah Knauff Speech Therapy, to provide an Speech and Language (SLP),

not to exceed $56,120 (01.0-65000.0-57602-11901-5850-7440000), effective April 3, 2023 through June 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services Sarah Knauff Speech Therapy_Ratification.pdf (OF 30,110)

14.p Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between the Burbank Unified School District and Palafox Psychological Corporation (dba Meaningful Growth), to provide a Transitional Independent Educational Evaluation (IEE) and attend an IEP for Special Education Student 960009120, not to exceed $5,000 (01.0-65000.0-57602-11900-5850-7440000), effective April 21, 2023 through May 25, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960009120 Palafox Psychological Corp.pdf (OF 30,111)

14.q Amended Agreement for Professional Services (Special Education)

That the Board of Education amend an agreement between the Burbank Unified School District and SpedEx Consulting, to provide a Director of Special Education and Credentialed Teachers, not to exceed $182,000 (01.0-65000.0-57602-11900-5850-7440000), effective October 10, 2022 through June 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services SpedEx_Amendment.pdf (OF 30,112)

14.r Amended Master Contract for Nonpublic, Nonsectarian Agency (Special Education)

That the Board of Education ratify the Master Contract for special education students, to be provided by Cornerstone Educational Solutions, Nonsectarian Agency, effective July 1, 2022 through June 30, 2023 (01.0-65000.0-57500- 11800-5810-7440000, 01.0-65000.0-57500-11804-5810-7440000, 01.0-65120.0-57500-11800-5110-7440000, 01.0-65120.0-57500-11800-5810-7440000, 01.0-33270.0-57500-11800-5810-7440000, 01.0-33270.0-57500-11800-5110-7440000, 01.0-65000.0-57500-11801-5810-7440000), and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented. Note: The original Master Contract for Nonpublic, Nonsectarian Schools and Agencies, effective July 1, 2022 through June 30, 2023, was approved by the Board of Education June 2, 2022.

SPED Master Contract Amendment.pdf (OF 30,113)

14.s Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between the Burbank Unified School District and Protocol Agency, Inc., to provide a Licensed Vocational Nurse (LVN), not to exceed $98,332 (01.0-65000.0-57602-11900-5850-744000) for special education student 960039177, effective April 10, 2023 through May 23, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960039177 Protocol Agency_Ratification.pdf (OF 30,114)

14.t Approval of California Multiple Award Schedule (CMAS) Contract 4-20-56-0006B with The Garland Company, Inc., Roofing and Flooring Materials, District Wide (Routine Restricted Maintenance)

That the Board of Education approve California Multiple Award Schedule (CMAS) Contract 4-20-56-0006B with The Garland Company, Inc., for roofing and flooring materials, (Routine Restricted Maintenance), and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 AOC_CMAS_The_Garland_Company_Inc.pdf (OF 30,115)

14.u Ratification of the Aztec Software Licenses Agreement

That the Board of Education ratify the software licensing agreement between Burbank Unified School District/Burbank Adult School and Aztec Software, not to exceed $5.970 (50% - 11.0-63910.0-41101-10000-5840-5330000, 50% - 11.0-63910.0-41106-10000-5840-5330000) effective March 31, 2023 and that the authority to sign the agreement by exercised pursuant to BUSD – AR 3314, as presented.

BAS AZTEC BAI 4 20 23.pdf (OF 30,116)

14.v Approval of Deductive Change No.1, Chalmers Construction Services Inc., Demolition, Earthwork & AC Paving, Two-Story Modular Building Project, Walt Disney Elementary School (Bond Fund)

That the Board of Education approve Deductive Change No.1 to the agreement between Burbank Unified School District and Chalmers Construction Services for the Demolition, Earthwork, & AC Paving for the Two-Story Modular Building Project at Walt Disney Elementary School, not to exceed $528,893.70 (21.3-00000-0-91008-85000-6230-201-0000) Bond Fund, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 DCO1_Chalmers_Disney_Bond.pdf (OF 30,117)

14.w Acceptance of Notice of Completion, Santa Clarita Concrete, Site & Structural Concrete, Two-Story Modular Building Project, Walt Disney Elementary School (Bond Fund)

That the Board of Education accept the following as completed: Structural Concrete for the Two-Story Modular Building Project at Walt Disney Elementary School, PO 23001240, not to exceed $582,530.99 (21.3-00000-0-91008-85000-6230-201-0000) Bond Fund, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 NOC_Santa Clarita Concrete_Disney_Bond.pdf (OF 30,118)

14.x Ratification of Award of Contract, Moe Plumbing, Furnish and Replace 140 ft Sewer Line for William McKinley Elementary School (General Fund)

That the Board of Education ratify an agreement between Burbank Unified School District and Moe Plumbing, Furnish all replace up to 140 feet of 4' sewer line for William McKinley Elementary School, effective February 1, 2023 through January 31, 2024, not to exceed $48,936.54 (010-81500.0-00000-85000-6170-752-3100) (General Fund), and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 Ratify_Moe_Plumbing_General_Funds.pdf (OF 30,119)

14.y Acceptance of Notice of Completion, Declaring Emergency and Authorizing Repairs to Furnish and Replace Obsolete Fire Alarm and All Communicating Devices at Roosevelt Elementary School (Deferred Maintenance)

That the Board of Education accept the following as completed: Furnish and Replace Obsolete Fire Alarm and All Communicating Devices at Roosevelt Elementary School to make emergency repairs without Public Bidding, per Public Contract Code Sections 1102 and 20113 as presented. PO 23001612, not to exceed $80,168.75 (010-81500-0-00000-85000-6250-752-3100-0000) Deferred Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 Emergency Repiars-Roosevelt_Fire Alarm_RRM.pdf (OF 30,120)

14.z Ratification of Professional Services Agreement, Flewelling & Moody Inc., Architectural Design Services, Alterations to Existing Playground with ADA Upgrades, Teddy Bear Park Project, Theodore Roosevelt Elementary School (Bond Fund)

That the Board of Education ratify a professional services agreement between Burbank Unified School District and Flewelling & Moody Inc., for Architectural Design Services for alterations to existing playground, with ADA upgrades at Theodore Roosevelt Elementary School, effective March 29, 2023 through March 28, 2024, not to exceed $55,725.00 (213-00000-0-91008-85000-6205-214-0000-0000) Bond Fund, and that the authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

4-20 ROC_Flewelling_TeddyBearPark_Roosevelt_Bond.pdf (OF 30,121)

14.aa Approval of Amended Agreement for Professional Services with Enterprise Fleet Management Inc. (Routine Restricted Maintenance)

That the Board of Education approve the amended agreement between Burbank Unified School District and Enterprise Fleet Management Inc., for the replacement of one (1) District vehicle through a 60 month lease to include a full maintenance and physical management programs, effective April 4, 2023 through April 4, 2028, not to exceed $18,219.60 (01.0-81500.0-00000-81100-7438-752-2000) Routine Restricted Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

Ratif_Enterprise Fleet_Warehouse_General fund.pdf (OF 30,122)

14.ab Approval of Amended Agreement for Professional Services, Lozano Smith (General Fund/Bond Fund)

That the Board of Education approve an amended agreement between the Burbank Unified School District and Lozano Smith, Attorneys at Law, to provide specialized legal services in the area of facilities and construction, effective, July 1, 2022 through June 30, 2023, not to exceed $280,000 (01.0-00000.0-00000-72000-5820-7401000) (General Fund) and (21.0-00000.0-00000-85000-5820-7400000) (Bond Fund) and (01.0-65000.0-50010-21000-5820-7440000) (Special Education Fund), and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented. Note: The increased amount of $80,000 brings the not to exceed amount to $280,000 due to the need for additional legal services.

Lozano Smith 2022-23 Amended Agmt.pdf (OF 30,123)

14.ac Approval of Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2022-2023

That the Board of Education approve the Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2022-2023, Report Summary No. 3, January 1 through March 31, 2023, as presented.

BUSD_Williams_UCP_Report_3rd_Quarter_2022 23.pdf (OF 30,124)

14.ad Approval of Agreement with California Education Partners

That the Board of Education approve the Agreement between the Burbank Unified School District and California Education Partners, effective July 1, 2023, through June 30, 2024, not to exceed $25,000 (01.0-74350.0-11100-21504-5810-7429000) and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Approval_of_Agmt_CA Ed Partners FINAL (002).pdf (OF 30,125)

14.ae Approval of Memorandum of Understanding (MOU) between Burbank Adult School and Da Vita Dialysis Contracting, LLC

That the Board of Education approve the Memorandum of Understanding (MOU) between Burbank Unified School District and DaVita Dialysis Contracting, LCC, effective April 21,2023 and that the authority to sign the agreement exercised pursuant to BUSD-AR3314, as presented.

BAS DaVita 4 20 23.pdf (OF 30,126)

14.af Honorary Resolution of the Board

That the Board of Education adopt an Honorary Resolution in appreciation of the Collins family for their on-going support of autism awareness, as presented.

Honorary Resolution of the Board.pdf (OF 30,127)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve items 14b through 14af with the exception of 14ab as recommended. The motion carried 4-0 with the following roll call vote: AYES: Aghakhanian, Weisberg, Ferguson and Pontzer Kamkar. ABSENT: Tabet. It was moved by Armond Aghakhanian, and seconded by Abby Pontzer Kamkar, that the Board of Education approve item 14ab as recommended. The motion carried 3-1-0 with the following roll call vote: AYES: Aghakhanian, Weisberg and Pontzer Kamkar. NAY: Ferguson. ABSENT: Tabet.

15. REQUESTS TO ADDRESS THE BOARD

15.a Public Communications on Any Agenda Item and Any Subject Within the Jurisdiction of the School Board

An individual or group representative may address the Board of Education on any agenda item and any subject within its jurisdiction by completing a blue request card. Speakers are requested to state their name prior to speaking to the Board. Not more than three (3) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

Joel Schlossman, community member, addressed Superintendent Hill regarding his comment on privilege. He asked that the District establish a partnership with the City for a reading program for third graders.

Diana Abasta shared that BTA will be donating a book titled “We are All Armenians” to Burbank High School, John Burroughs High School and Monterrey High School.

15.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

Superintendent Hill did not wish to comment.

15.c Board Members' Comments and Responses

Board Members will respond to public comment and will comment on items of interest to the community.

Clerk Aghakhanian acknowledged Anita Kazaryan who was honored at the Armenian Genocide Commemoration event.

President Ferguson congratulated Sharon Cuseo for her recognition in the ACSA Awards.

16. ADJOURNMENT

The meeting was adjourned at 11:14 p.m. in celebration of Deborah Gregoire and in memory of Christian Morales and Frank Kallem.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

6/6/2024
_____
DATE

_____
ARMOND AGHAKHANIAN, CLERK

UNADOPTED MINUTES OF THE BOARD OF EDUCATION
BURBANK UNIFIED SCHOOL DISTRICT

May 4, 2023

Burbank City Hall
275 E. Olive Avenue
Burbank, California

MEMBERS PRESENT:
Steve Ferguson
Emily Weisberg
Armond Aghakhanian
Abby Pontzer Kamkar
Charlene Tabet

STUDENT BOARD MEMBERS PRESENT:
Ever Huerta, John Burroughs High School
Serineh Ter-Petrossyan, Burbank High School

STUDENT BOARD MEMBERS ABSENT:
Katherine Fagnani, Monterrey High School

Also present were Matt Hill, Superintendent; Sharon Cuseo, Assistant Superintendent, Instructional Services; John Paramo, Assistant Superintendent, Educational Services; Sarah Niemann, Assistant Superintendent, Human Resources.

1. CALL TO ORDER

1.a NOTICE TO THE PUBLIC

The District is providing alternatives to in-person attendance for viewing and participating. Any individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction during one of the three Public Comments sections. Instructions for Virtual Public Speakers Who Wish to Address the Board: 1. Speakers who wish to provide a Public Comment virtually should sign up at this link: https://forms.gle/r7kMcMC6q3nwhdup6 before 3pm on Wednesday, May 3rd. Please indicate if your comment pertains to (1) an item on this agenda, or (2) a subject within the jurisdiction of the Board of Education. Closed Session Public Comments must be given in person. 2. The Zoom Webinar will open at 6:30 p.m. Speakers are asked to rename their Zoom profile to indicate their full name to expedite this process. Please note that only those individuals who have signed up to speak prior to 3:00 p.m. the day before the meeting will be allowed to enter the Zoom Webinar. Speakers will receive an email Wednesday afternoon with the Zoom Webinar login details. 3. When it is time for a speaker to address the Board, the speaker's name will be called and the speaker should activate their microphone and camera. Speakers must be present in the Zoom Webinar when their name is called in order to address the Board. Speakers are also requested to state their name (and their pronouns, if desired)

prior to addressing the Board. Please note that the chat function will be disabled. 4. After a speaker completes their public comment, or if the five-minute (5) time limit has been reached, the speaker will be removed from the Zoom Webinar and can continue watching the meeting by streaming it at www.burbankusd.org/boemeetings 5. If you require Spanish, Armenian, or ASL translation of the meeting, please email cindyquiterio@burbankusd.org prior to 3:00 p.m. the day before the meeting to receive a registration link.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications on Closed Session Agenda Items (In-Person Only)

An individual or group representative may address the Board of Education on any Closed Session agenda item by completing a white request card. Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

2.b Staff Responses

2.c Board Members' Responses

3. CLOSED SESSION

3.a Conference with Labor Negotiator, Pursuant to Government Code §54957.6

Agency Negotiator: Sarah Niemann Employee Organization: Burbank Teachers Association (BTA)

3.b Public Employee Discipline/Dismissal/Release Pursuant to Government Code §54957

4. RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE

The Board reconvened in Public Session at 7:06 p.m. Brenda Etterbeek, Burbank Arts and Education foundation chair, led the Pledge of Allegiance.

5. REPORTING ON CLOSED SESSION

President Ferguson reported that item 3a was for discussion only with no action taken.

On item 3b, the Board of Education voted to approve the acceptance of written determination regarding retaliation for employee CT134-23. It was moved by Emily Weisberg, seconded by Abby Pontzer Kamkar and carried unanimously.

6. ADJUSTMENTS TO THE AGENDA

Item 14k pulled by Superintendent Hill.

7. ITEMS FOR FUTURE AGENDAS

Vice President Weisberg requests a conversation or a report in regards to adjusting so that teachers and staff not have to request time off for religious observances.

President Ferguson requested to add a closed session on negotiations to the upcoming Tuesday Agenda for the LCAP Town Hall Meeting.

8. PRESENTATIONS / RECOGNITIONS

8.a Presentation on Burbank Arts and Education Foundation (BAEF) Spring Grant Cycle

Sharon Cuseo, Assistant Superintendent, Instructional Services, will introduce Caroline Solberg, Grants and Giving Committee Chair of the Burbank Arts and Education Foundation (BAEF), who will present the outcomes of the Spring Grant Cycle.

Sharon Cuseo introduced Caroline Solberg, Brenda Etterbeek and Jennifer Lorigo from the Burbank Arts and Educational Foundation. Caroline announced that the Burbank Arts and Educational Foundation will be awarding grants in the amount of $39,438 to Burbank Schools, including Emerson Elementary, Stevenson Elementary, Providencia Elementary, Miller Elementary, Bret Harte Elementary, Disney Elementary, Muir Middle School, Luther Middle School, Huerta Middle School, Burroughs High School and Burbank High School. The grants will cover a large variety of needs. She thanked teachers and stated that the next grant cycle will be in September.

8.b Recognition of the 2022-2023 Student Board Members

Steve Ferguson, President, Board of Education, will recognize the 2022-2023 Student Board Members: Ever Huerta, John Burroughs High School; and Serineh Ter-Petrossyan, Burbank High School.

President Ferguson and Superintendent Hill recognized the 2022-2023 outgoing Student Board Members for their work and thanked them for their service.

9. REPORTS FROM THE BOARD

9.a Student Representatives

Ever Huerta, JBHS and Serineh Ter-Petrossyan, BHS; will report on activities at their respective schools.

10. REQUESTS TO ADDRESS THE BOARD

10.a Public Communications on a Subject Within the Jurisdiction of the School Board

An individual or group representative may address the Board of Education on any subject within its jurisdiction by completing a blue request card Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The

order of speakers will be 1) students 2) Item(s) on the Agenda 3) Item(s) not on the agenda. The Superintendent may refer the matter to the proper department for review.

Isabella Petrossian, BUSD student, shared her concerns about not having a graduation stage.

Rick Vonk, BUSD staff and Leadership Burbank member, spoke about the installation of 11 water bottle refill stations and raised $48,775. He introduced Hasmik Badalian Collins who thanked Superintendent Hill for his support and guidance during the process and invited district staff to attend the unveiling of the first refill station at Bret Harte Elementary on May 10th.

Vice President Weisberg declared a five-minute recess at 8:34 p.m.

Meeting reconvened at 8:45 p.m.

Rudi Krause, community member, expressed his beliefs regarding COVID being an anaerobic virus which now a virus parasite.

Lynn Rothacher, BUSD staff, thanked Lia Zargaria for speaking during the April 20, 2023 Board of Education meeting. She thanked Diana Abasta for her years of service. She brought up the challenges she faces as a teacher and addressed President Ferguson's lack of comments about teacher appreciation week, in which she felt disheartened by his lack of recognition for teachers.

Britta Maslyk, BUSD staff, asked that District staff figure out how to pay people more. She brought up a conversation that she had with a teacher at Burbank High School and the difficulties that they as teachers have faced. She shared her concerns about the rate at which staff is leaving.

Garen Yegparian, community member, spoke on behalf of the Armenian National Committee of America, Burbank Chapter and stated how the District demographics could affect the Armenian voters and minority populations.

Gaidzag Shahbazian, community member, expressed his concerns regarding District elections and spoke about hoping to find support for minority students.

Marsha Ramos, community member, thanked District staff on behalf of the Burbank Human Relations Council for their support of the Diary of Anne Frank play and commitment to Holocaust and Genocide education.

Christina Concidine, BUSD staff and parent, spoke in support of teachers and requested that they settle negotiations. She asked that the 7% increase be retroactive to August. She noted that teachers do more than what is asked of them and asked that the District show their appreciation.

Kerry Rob requested a plaque dedicated to Frank Kallem who touched many lives and hopes to work with someone from the Board to make it happen.

Hilah Marca, BUSD parent, spoke about exclusionary and discriminatory practices at Bret Harte Elementary.

Anne Nahabedian, community member, addressed the District mapping and requested that the Board of Education consider a map that would keep the Armenian community into at least two districts.

10.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

Superintendent Hill thanked Marsha Ramos and Kerry Rob. He stated that there is a policy for memorials. He apologized to Hilah Marca for the exclusion of her son. To teachers, he explained that they continue to work through negotiations and thanked Diana Abasta for her advocacy.

10.c Board Members' Responses

Board Members will respond to public comment and will comment on items of interest to the community.

Member Tabet thanked Diana Abasta and teachers. She thanked the Armenian Society regarding the comments made about the mapping. She thanked student speakers for coming out. She thanked Kerry Rob for introducing the idea of a plaque for Frank Kallem. She thanked Ever Huerta for speaking about the play performance coming up.

Member Pontzer Kamkar thanks Rudi Krause for his advocacy for science education and media literacy. She addressed Hilah Marca and stated that she trusts that Superintendent Hill will address the situation. She addressed teachers and expressed that she wanted to recognize their hard work. She read comments about teachers from parents and noted her appreciation.

Clerk Aghakhanian addressed Hilah Marca and indicated that Superintendent Hill will look into this matter. He thanked Marsha Ramos for helping with the theater event. He thanked the Burbank Armenian National Committee for putting together the Armenian Genocide Commemoration.

Vice President Weisberg addresses Isabella Petrossian for advocating for her school. She thanked Leadership Burbank and Rick Vonk. She addressed Lynn Rothacher and stated that being a caretaker for hundreds of kids is phenomenal and draining in extreme ways. She addressed Garen Yegparian, Gaidzag Shahbazian and Anne Nahabedian and explained that an enormous amount of thought has been given to the maps. She encouraged Hilah Marca to reach out to them and not wait until a board meeting.

President Ferguson thanked teachers, speech pathologists, nurses and school counselors. He thanked Lynn Rothacher for calling them out on their lack of response in this matter. He thanked the senior class officers for coming down. He addressed Rudi Krause for his comments and although he disagrees with them, he appreciates that he had the faith and confidence in their system to participate in the meeting. He asked that Kerry Rob come back during teacher appreciation week to retell the story about his contribution as a teacher. He spoke to the members of the ANCA for their input and noted that he has questions regarding timelines and that he likes the map sample that they provided. He addressed the Marca family and stated that on behalf of the Board of Education, he is sorry that Liam and the other student were denied of safety and dignity. He sends his best to Liam and thanked them for coming down.

11. REPORTS TO THE BOARD

11.a Report on District Vacancies - **TABLED**

Sarah Niemann, Assistant Superintendent, Human Resources Services, will report on District Vacancies, as presented.

District_Vacancies__Hiring_Update_Presentation.pdf - **TABLED**

11.b District Demographer Presentation on By-Trustee Area Map Development and Criteria under the California Voting Rights Act

Andrew Cantwell, Assistant Superintendent, Administrative Services, will introduce Ken Chawkins, National Demographics Corporation who will present on By-Trustee Area Map Development and Criteria under the California Voting Rights Act, as presented.

CVRA Public Hearing 5 - PPT.pdf (OF 30,129)

12. PUBLIC HEARING - Approximately 8:30 p.m.

Garen Yegparian, community member, pointed out that it is tough to change things once they are established so it is important to get things right as much as possible from the beginning. He stated that by 2030, there may be significant changes and that it is a concern. He brought up an alternative voting system that the City was considering and asked that it may be considered in the District.

President Ferguson stated that there are fixed boundaries in the maps. He noted that with using the online mapping tool, there is a density of population in certain parts of the city, which can cause some variations. He stated the importance of consensus building versus minority rule.

Vice President Weisberg stated that it was correct to say as close to right as possible. She noted that it is important to do the best that they can to represent the communities the best way that they can. She expressed that map 104 was as close to right as possible to her.

12.a Fifth Public Hearing Regarding Preferred Draft map and Election Sequencing for Transition from At-Large to By Trustee Area Elections, Pursuant to Election Code section 10010, subdivision (a)(1)

The Board of Education will conduct a public hearing to receive input from any interested parties regarding the potential composition of trustee area boundaries, per the requirements of law, as presented.

CVRA Public Hearing 5th Map Hearing.pdf (OF 30,130)

13. NEW AND/OR UNFINISHED BUSINESS

13.a Adoption of Resolution 29 Proclaiming the Week of May 21, 2023, through May 27, 2023, as Classified Employee Week

That the Board of Education adopt Resolution 29 proclaiming the week of May 21, 2023, through May 27, 2023, as Classified Employee Week, as presented.

Resolution 29- Class Employee Week.pdf (OF 30,131)

It was moved by Emily Weisberg, and seconded by Charlene Tabet, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.b Adoption of Resolution 30 Recommending the Los Angeles County Committee on School District Organization Approve and Establish Trustee Areas from which the Burbank Unified School District Trustees will be Elected in a By-Trustee Area Election Process

That the Board of Education Adopt Resolution 30, selecting trustee area map 104, selecting the election sequence shown on that map, and Directing staff to file with the County Committee on School District Organization a petition to transition from At-Large to By Trustee Area elections of Board Members pursuant to Elections Code section 10010, as presented.

Resolution 30 - CVRA Map.pdf (OF 30,132)

It was moved by Steve Ferguson, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.c Announcement of the Expiration of Terms of Office on the School Facilities Oversight Committee (SFOC) and Reappointment/Appointment of Members

That the Board of Education reappoint Carolyn Bisson, Shaun Hasas, and Michelle Wolloff and appoint three of the currently serving Alternate Members to two-year terms effective June 1, 2023 through May 31, 2025, and announce that the application period to fill the senior citizen organization vacancy will be May 5, 2023 through May 19, 2023, and consider the desired appointment of two of the three currently serving Alternate Members to two-year terms effective June 1, 2023 through May 31, 2025, as presented.

SFOC Expiration of Terms and Appoint of Members.pdf (OF 30,133)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.d Rescission of Resolution 7 Requiring COVID-19 Vaccinations of All Burbank Unified School District Employees

That the Board of Education rescind Resolution 7 Requiring COVID-19 Vaccinations of all Burbank Unified School District Employees, effective June 30, 2023, as presented.

Covid Vaccine Resolution.pdf (OF 30,134)

It was moved by Abby Pontzer Kamkar, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.e Approval of 2023-2024 Regular Board of Education Meeting Dates

That the Board of Education approve its regular meeting dates for the 2023-2024 school year, as presented.

Approval of Regular Board Meeting Dates 2023-2024 (2).pdf (OF 30,135)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.f Approval of Agreement with Follett School Solutions, LLC for Follett Destiny Solution Library Management System

That the Board of Education approve the agreement between the Burbank Unified School District and Follett School Solutions, LLC, to provide a school library management system, not to exceed $45,816.60 (01.0-74350-11100-100000-5840-7429000), effective July 1, 2023, through June 30, 2024, and the authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

Follett Destiny Agmt 5 4 23.pdf (OF 30,136)

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve the item as recommended. The motion carried unanimously.

13.g Acceptance of Gifts

That the Board of Education take formal action accepting the following gifts to the District, and that the Board President convey appreciation to the donors, as presented.

Gift Report 05-04-23.pdf (OF 30,137)

It was moved by Armond Aghakhanian, and seconded by Emily Weisberg, that the Board of Education approve the item as recommended. The motion carried unanimously.

14. CONSENT AGENDA

14.a Approval of Minutes

That the Board of Education approve the minutes of the Regular Board of Education Meeting of December 15, 2022, as presented.

Minutes.12.15.22 (003).pdf (OF 30,138)

14.b Approval of Personnel Report Number 22-23-17

That the Board of Education approve Personnel Report number 22-23-17, covering Certificated and Classified personnel, and consisting of Pages 1-12 inclusive, as presented.

Personnel Report 22-23-17 Final.pdf (OF 30,139)

14.c 2022-2023 Purchase Order Report

That the Board of Education approve Purchase Orders for 2022-2023 as listed through April 10, 2023, as presented.

2022-2023 Purchase Order Report.pdf (OF 30,140)

14.d Approval of Warrants

That the Board of Education approve payroll warrants in the total amount of $4,409,351.44 and commercial warrants in the total amount of $4,651,172.59, as presented.

Warrants.pdf (OF 30,141)

14.e Approval of Instructional Consultant Services

That the Board of Education approve the instructional consultant services for the purpose of on-site student learning support and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

Inst Consultant 050423.pdf (OF 30,142)

14.f Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between the Burbank Unified School District and Deborah Budding, Ph.D. APC, to provide a neuropsychological IEE, not to exceed $8,000 (01.0-65000.0-57602-11900-5850-744000) for special education student 960027543, effective April 20, 2023 through December 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960027543 Deborah Budding Ph.D._Ratification.pdf (OF 30,143)

14.g Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between the Burbank Unified School District and Burbank Optometric Center, to an IEP, not to exceed $500 (01.0-65000.0-57602-11900-5850-744000) for special education student 960027543, effective April 24, 2023 through December 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960027543 Burbank Optometrice_Ratification.pdf (OF 30,144)

14.h Amended Agreement for Professional Services (Special Education)

That the Board of Education amend an agreement between the Burbank Unified School District and Augmentative Communication Therapies, to provide an Independent Educational Evaluation (IEE) and attend an IEP for Special Education Student 960010639, not to exceed $2,000 (01.0-65000.0-57602-11900-5850-7440000), effective September 19, 2022 through December 31, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented. Note: The original approval date was September 15, 2022. This amendment is to extend the end date from May 25, 2023 to December 31, 2023.

SPED Student 960010639 Augmentative Communication Therapies_Amended.pdf (OF 30,145)

14.i Ratification of Agreement for Professional Services (Special Education)

That the Board of Education ratify an agreement between the Burbank Unified School District and Karen Lynn Epport, Ph.D., to provide a psychoeducational IEE, not to exceed $7,500 (01.0-65000.0-57602-11900-5850-744000) for special education student 960022068, effective April 20, 2023 through December 31, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 960022068 Karen Lynn Epport_Ratification.pdf (OF 30,146)

14.j Approval of Agreement for Professional Services (Special Education)

That the Board of Education approve an agreement between Burbank Unified School District and Sonja Biggs Educational Services, Inc., to provide an intervener professional, not to exceed $148,629 (01.0-65000.0-57602-11900-5850-7440000), effective June 1, 2023 through May 24, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Student 160003888 Sonja Biggs Educational Services.pdf (OF 30,147)

14.k Amendment of Action on Final Settlement Agreement (Special Education) - **TABLED**

That the Board of Education amend Final Settlement Agreement for Special Education Student 960005556, at no additional cost to the District (01.0-65000.0-50010-36000-5813-7440000), effective April 21, 2023 through December 31, 2023, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented. Note: The original approval date was October 7, 2021 effective September 24, 2021 through May 26, 2022. This amendment extends the end date to December 31, 2023.

14.l Amendment of Ratified Agreement for Professional Services Protocol Nursing Agency

That the Board of Education approve the amended ratified Agreement between the Burbank Unified School District and Protocol Agency, Inc. to provide qualified Nursing staff for supplemental assignments to the District for the period February 9, 2023 – May 26, 2023, not to exceed $910,000 (01.0-32120.0-00000-31400-5890-7409000) (01.0-

32160.0-00000-31400-5890-7409000) and that the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

Amended Protocol_Agency_BAI_5 4 23.pdf (OF 30,148)

14.m Approval of Los Angeles County Office of Education (LACOE) Annual Maintenance Charges Contract for the BEST Advantage System 2023-2024

That the Board of Education approve an agreement between Burbank Unified School District and Los Angeles County Office of Education (LACOE) for the BEST Advantage System, not to exceed $23,000.92 (01.0-00000.0-00000-77000-5890-0000000), effective, July 1, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

LACOE - BEST Advantage System Contract 2023-24.pdf (OF 30,149)

14.n Commendatory Resolution for Approval

That the Board of Education adopt a Commendatory Resolution for approval in appreciation of service to the students and employees of the Burbank Unified School District, as presented.

It was moved by Emily Weisberg, and seconded by Armond Aghakhanian, that the Board of Education approve items 14a through 14j and 14l through 14n as recommended. The motion carried unanimously.

15. REQUESTS TO ADDRESS THE BOARD

15.a Public Communications on Any Agenda Item and Any Subject Within the Jurisdiction of the School Board

An individual or group representative may address the Board of Education on any agenda item and any subject within its jurisdiction by completing a blue request card. Speakers are requested to state their name prior to speaking to the Board. Not more than three (3) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

There was no one who wished to address the Board.

15.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

There was no response from Superintendent Hill.

15.c Board Members' Comments and Responses

Board Members will respond to public comment and will comment on items of interest to the community.

There were no comments from the Board.

16. ADJOURNMENT

The meeting was adjourned at 11:13 p.m. in celebration of Yvonne Seta.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

6/6/2024
_____
DATE

_____
ARMOND AGHAKHANIAN, CLERK

UNADOPTED MINUTES OF THE BOARD OF EDUCATION
BURBANK UNIFIED SCHOOL DISTRICT

May 9, 2023

District Office Boardroom
1900 W. Olive Avenue
Burbank, California, 91506

MEMBERS PRESENT:
Steve Ferguson
Emily Weisberg
Armond Aghakhanian (arrived at 6:07 p.m.)
Charlene Tabet
Abby Pontzer Kamkar

Also present was Matt Hill, Superintendent.

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called to order at 6:00 p.m. by President Ferguson. President Ferguson led the Pledge of Allegiance.

1.a NOTICE TO THE PUBLIC

The District is providing alternatives to in-person attendance for viewing and participating. Any individual or group representative may address the Board of Education on any agenda item or subject within its jurisdiction during one of the three Public Comments sections. Instructions for Virtual Public Speakers Who Wish to Address the Board: 1. Speakers who wish to provide a Public Comment virtually should sign up at this link:https://forms.gle/qQzgHPPdR9YY1gvK7 before 3pm on Monday, May 8th. Please indicate if your comment pertains to (1) an item on this agenda, or (2) a subject within the jurisdiction of the Board of Education. Closed Session Public Comments must be given in person. 2. The Zoom Webinar will open at 5:30 p.m. Speakers are asked to rename their Zoom profile to indicate their full name to expedite this process. Please note that only those individuals who have signed up to speak prior to 3:00 p.m. the day before the meeting will be allowed to enter the Zoom Webinar. Speakers will receive an email Monday afternoon with the Zoom Webinar login details. 3. When it is time for a speaker to address the Board, the speaker's name will be called and the speaker should activate their microphone and camera. Speakers must be present in the Zoom Webinar when their name is called in order to address the Board. Speakers are also requested to state their name (and their pronouns, if desired) prior to addressing the Board. Please note that the chat function will be disabled. 4. After a speaker completes their public comment, or if the five-minute (5) time limit has been reached, the speaker will be removed from the Zoom Webinar and can continue watching the meeting by streaming it at www.burbankusd.org/boemeetings 5. If you require Spanish, Armenian, or ASL translation of the meeting, please email cindyquiterio@burbankusd.org prior to 3:00 p.m. the day before the meeting to receive a registration link.

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications on Closed Session Agenda Items (In-Person Only)

An individual or group representative may address the Board of Education on any Closed Session agenda item by completing a white request card. Speakers are requested to state their name prior to speaking to the Board. Not more than five (5) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

Penelope Bognar, BUSD student, asked the Board to use funding to support GATE program and spoke about her experience in the program.

Cambria Wheeler, BUSD student, asked the Board to use funding to support the GATE program and spoke about her experience in the program.

Joel Schlossman, community member, stated that text messages about school business are public records.

Peter Bognar, BUSD parent, spoke in support of the GATE program and requested a full-time GATE coordinator.

2.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

Superintendent Hill thanked Peter Bognar for his advocacy. He referenced Joel Schlossman’s comment about the text messages and asked to send him any apps that help with moving texts from personal phones into a database.

2.c Board Members' Responses

Member Tabet thanked the students for coming to the meeting and stated that she was once a GATE teacher. She expressed that they need to figure out how to give additional help to all students who need it, including GATE students. She addressed Joel Schlossman and noted that she does not receive any emails from him.

Member Pontzer Kamkar stated that she is glad that the GATE students are staying engaged in school. She noted that they are starting an academic committee and shared that she had some ideas on how to support GATE students.

Vice President Weisberg expressed that the students did a great job in their comments. She asked what teachers or curriculum specialists could do to help with increasing engagement for students. She explained that she wonders if the DEI site leaders could also help support GATE students.

Clerk Aghakhanian thanked the students and the Bognar family for what they are doing to help GATE students and advocating for them.

President Ferguson thanked the Bognar family. He indicated that the students did a great job delivering their speech. He referenced Member Tabet and noted that there is a need for resources for students. He explained that they are careful with Brown Act situations and will now be using a work telephone in order to separate data for compliance purposes.

3. STUDY SESSION

3.a Study Session on the BUSD District-Wide Goals for 2023-2024

Matt Hill, Superintendent, will facilitate a study session on the BUSD District-Wide Goals for 2023-2024, as presented.

District Wide Goals_2023-2024.pdf (OF 30,150)

Superintendent Hill stated that every year, they review goals and sub-goals in the upcoming school year.

The Board and staff discussed the following changes to the goals and sub-goals:

- Delete sub-goal 1.4.

- Delete sub-goal 1.6 but keep standing updates for the following plans for governance committees: Alternative Education Master Plan, Arts For All Master Plan, Career Technical Education Master Plan, Counseling Master Plan, English Learner Master Plan, GATE Master Plan, Instructional Technology Master Plan, Mental Health Master Plan, Special Education Master Plan.

- Update sub-goal 1.8 to develop protocols for a potential return to distance learning.

- Sub-goal 1.9: A the language to “Report to the appropriate governance committee” rather than “Form a committee to develop”.

- Sub-goal 1.10: Replace the current verbiage to “Identify the current use of differentiated instruction and send the report to the Academics Affairs Committee. Return with recommended benchmarks for differentiated instruction”.

- The president expressed that he would like to add as a sub-goal under Goal 1: A 10-year plan called The BUSD Advantage 2034 to identify the educational model and services offered by the District that can change by desirable outcomes.

- Add as a sub-goal in Goal 2: “Develop reporting mechanisms for annual safety reviews with a 6 month marker”.

- Sub-goal 2.1: Replace current verbiage with “Review ways to improve access and interest in the mental health resources we provide”.

- Sub-goal 2.2: Amend the language to “Evaluate the effectiveness of the implementation of” rather than “Continue to implement”.

- Delete sub-goal 2.3.

- Add a sub-goal in Goal 2: “Review of discipline procedures using data to understand discipline trends. Prescribe discipline methods and reports of discipline”.

- Add a sub-goal in Goal 2: “Increase staff training in response resources for overdoses which includes an AED Defibrillator and NARCAN”.

- Add a sub-goal in Goal 2: “Increase access to addiction resources to stop or prevent overdoses including testing strips. Develop onsite support programs and resources related to drug rehabilitation and overdose prevention”.

- Sub-goal 3.1: Replace current verbiage with “Create an annual plan for employee recruitment and retention reviewed by Administrative Affairs and the Board of Education”.

- Sub-goal 3.2: The Board and staff discussed amending the language to “Review current professional development offerings. Report out via the academic affairs and identify areas of teacher needs to continue the integration of Diversity, Equity and Inclusion”.

- Delete sub-goal 4.1.

- Sub-goal 4.2: Replace current verbiage with “Complete expenditure of Measure S dollars. Develop a final public report and redistribute where appropriate. Facilitate a conversation regarding the SFOC and its continued goals”.

- Sub-goal 4.3: Replace current verbiage with “Develop a Facilities Master Plan and design. Begin construction implementation”.

- Sub-goal 4.4: Replace current verbiage with “Revisit the innovative and equitable fundraising pathway. Receive reports back on fundraising priorities and spending within 6 months”.

- Sub-goal 4.5: Replace current verbiage with “Develop communication plans related to safety. Require school sites to draft their own safety plans. Develop communication protocols updating staff before parent communications. Review systems of communication in an effort to text everyone”.

President Ferguson declared a five-minute recess at 9:08 p.m.

Meeting reconvened at 9:13 p.m.

3.b Board and Staff Comments

3.c Update on the 2021-2024 Three-Year Local Control and Accountability Plan (LCAP)

Matt Hill, Superintendent, will introduce Peter Knapik, Director of Elementary Education, and Robyn Anders, Coordinator of Instructional Technology, who will provide an update on the 2021-2024 three-year Local Control and Accountability Plan (LCAP) and respond to questions from the Board, as presented.

22-23 LCAP Supplemental TOWN HALL- 5-9-23.pdf (OF 30,151)

Superintendent Hill introduced Robyn Anders, Coordinator of Instructional Technology, who reported on the 2021-2024 three-year Local Control and Accountability Plan (LCAP) and respond to questions from the Board, as presented.

3.d Board and Staff Comments

President Ferguson requested that intervention specialists be deployed to look at free and reduced meal applications and support filling them out. He asked to get a report back from Dr. Miller from the ELD program at Muir. He noted that he wanted to see the impact of new support roles including Behaviorists and School Psychologists.

4. REQUESTS TO ADDRESS THE BOARD

4.a Public Communications on Any Agenda Item and Any Subject Within the Jurisdiction of the School Board

An individual or group representative may address the Board of Education on any agenda item and any subject within its jurisdiction by completing a blue request card. Speakers are requested to state their name prior to speaking to the Board. Not more than three (3) minutes may be allotted to each speaker, except by unanimous consent of the Board of Education. The Superintendent may refer the matter to the proper department for review.

Joel Schlossman, community member, indicated that Vice President Weisberg was promoting a parcel tax and a bond. He stated that some of our teachers get paid some of the highest salaries in the nation.

4.b Superintendent's Responses

Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

Superintendent Hill did not wish to comment.

4.c Board Members' Comments and Responses

Board Members will respond to public comment and will comment on items of interest to the community.

President Ferguson explained that Board member salary and benefit information is posted on our website.

Vice President Weisberg stated that teacher salary is reflective of their years of service and that teachers are underpaid and overworked.

Clerk Aghakhanian encouraged those who feel that teachers earn too much should visit a classroom for an hour.

5. CLOSED SESSION

5.a Conference with Labor Negotiator, Pursuant to Government Code §54957.6

Agency Negotiator: Sarah Niemann Employee Organization: Burbank Teachers Association (BTA)

6. ADJOURNMENT

The meeting was adjourned at 9:48 p.m.

MINUTES APPROVED:

_____
MATTHEW HILL, SUPERINTENDENT
SECRETARY OF THE BOARD

6/6/2024
_____
DATE

_____
ARMOND AGHAKHANIAN, CLERK

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24000255	SOUTHWEST SCHOOL & OFFICE SUPPLY	C/O 2: INCREASE BY $1,757.00; 2023-24 BLANKET ORDER; OFFICE SUPPLIES	DISNEY ELEMENTARY	010	$3,107.00
24000259	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	C/O 3: INCREASE BY $254.00: 2023-24 BLANKET ORDER; OFFICE SUPPLIES	DISNEY ELEMENTARY	010	$3,104.01
24000397	KELLY SPICERS STORES	C/O 2: REDUCE BY $600.00; 2023-24 BLANKET ORDER; PRINT CENTER SUPPLIES; DISTRICT PRINT SHOP FUNDS	FACILITIES SERVICES	010	$900.00
24000433	GRAINGER INC	C/O 1: REDUCE BY $7,500.00; 2023-24 BLANKET ORDER; FACILITY AND EQUIPMENT REPAIR AND MAINTENANCE MATERIALS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$22,500.00
24000448	LOWE'S HOME IMPROVEMENT	C/O 3: INCREASE BY $7,500.00; 2023-24 BLANKET ORDER; FACILITY REPAIR MATERIALS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$35,500.00
24000673	THE CIRCLE	C/O 1: INCREASE BY $600.00; RISO DUPLICATOR SERVICE AGREEMENT	FACILITIES SERVICES	010	$996.90
24000775	SEDGWICK CLAIMS MANAGEMENT SERVICES INC	C/O 2: INCREASE BY $15,000.00; 2023-24 BLANKET ORDER; WORKERS COMPENSATION CLAIMS 1979-2005; BOARD APPROVED 10/5/2017	BUSINESS OFFICE	010	$155,000.00
24000777	CLIFTONLARSONALLEN LLP	C/O 1: INCREASE BY $35,000.00; CONSULTANT AGREEMENT; PROFESSIONAL SERVICES AGREEMENT FOR AUDIT SERVICES; BOARD APPROVED 7/20/23	FISCAL SERVICES	010	$130,550.00
24000782	HANDY MARKET	C/O 1: INCREASE BY $250.00; 2023-24 BLANKET ORDER; CLASSROOM SUPPLIES; CTE-UNRESTRICTED FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$1,518.00
24000806	GOLD STAR FOODS	C/O 1: REDUCE BY $ 240.00; 2023-24 BLANKET ORDER; INSTRUCTIONAL SUPPLIES; CTE - UNRESTRICTED FUND	JOHN BURROUGHS HIGH SCHOOL	010	$1,918.00
24001338	SIGN UP INTERPRETING SERVICES, LLC	C/O 1: INCREASE BY $150,000.00; PROFESSIONAL SERVICES; INTERPRETING SERVICES; SPECIAL EDUCATION FUNDS; BOARD APPROVED 5/2/24	SPECIAL EDUCATION	010	$800,000.00
24001625	SCHOOL ZONE TRANSPORTATION, INC	C/O 1: REDUCE BY $2,200.00; STUDENT TRANSPORTATION; UNIVERSAL STUDIOS; ACCOUNTS RECEIVABLE	MUIR MIDDLE SCHOOL	010	$8,800.00
24001684	CHILDCARE CAREERS LLC	CO 1: INCREASE BY $60,000.00; PROFESSIONAL SERVICES; SUBSTITUTE COVERAGE FOR ALL ASES SITES; CHILD DEVELOPMENT FUNDS; BOARD APPROVED 9/7/23	CHILD DEVELOPMENT SERVICES	120	$260,000.00

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24001787	GUNN BEHAVIORAL CARE OF CALIFORNIA, P.C.	C/O 1: EXTEND TERM OF AGREEMENT THROUGH 10/1/24 (NO CHANGE IN PRICE); BOARD APPROVED 4/18/24; PROFESSIONAL SERVICES AGREEMENT; PSYCHOEDUCATIONAL AND FUNCTIONAL BEHAVIOR EVALUATION; SPECIAL EDUCATION FUNDS; BOARD APPROVED 9/21/23	SPECIAL EDUCATION	010	$9,400.00
24002476	SCHOOL ZONE TRANSPORTATION, INC	C/O 1: REDUCE BY $1,000.00; STUDENT TRANSPORTATION; SIX FLAGS MAGIC MOUNTAIN; ACCOUNTS RECEIVABLE FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$5,000.00
24003493	AMAZON CAPITAL SERVICES	C/O 1: REDUCE BY $ 17.49; BOOKS; GIFT FUNDS	MILLER ELEMENTARY	010	$275.37
24003641	CHARTERUP 3H LLC	C/O 1: INCREASE BY $1,060.87; STUDENT TRANSPORTATION; ACCOUNTS RECEIVABLE FUNDS	LUTHER BURBANK MIDDLE SCHOOL	010	$5,095.87
24003677	AMAZON CAPITAL SERVICES	C/O 1: REDUCE BY $ 1.90; CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	HORACE MANN CHILDREN´S CENTER	010	$165.66
24003694	ENGIE SERVICES U.S. INC.	C/O 1: INCREASE BY $4,937.00; ANNUAL FEES; ENERYG SERVICES CONTRACT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FISCAL SERVICES	010	$27,033.00
24003783	AMAZON CAPITAL SERVICES	C/O 1: REDUCE BY $0.71; CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$217.29
24003852	MCCUNE & HARBER, LLP	C/O 1; INCREASE BY $15,000.00; PROFESSIONAL SERVICES AGREEMENT; LEGAL ADVICE AND SUPPORT; BOARD APPROVED 3/7/24	FISCAL SERVICES	010	$35,000.00
24004070	DEPARTMENT OF INDUSTRIAL RELATIONS	C/O 1: INCREASE BY $125.00; CONVEYENCE PERMIT FEES FOR BURBANK HS, ROOSEVELT ES AND JEFFERSON ES; ON-GOING AND MAJOR MAINTENANCE FEES	FACILITIES SERVICES	010	$1,050.00
24004092	AMTECH ELEVATOR SERVICES	C/O 1: REDUCE BY $4,080.00; DIAGNOSE AND REPAIR WHEELCHAIR LIFT AT JOHN BURROUGHS HIGH SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$4,225.00
24004153	AMAZON CAPITAL SERVICES	C/O 1: REDUCE BY $ 16.48; BOOKS; TITLE I FUNDS	DISNEY ELEMENTARY	010	$614.51
24004376	TRULITE	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	EMERSON ELEMENTARY	010	$182.47
24004391	MUSCO CORPORATION	C/O1: INCREASE BY $55.35; DIAGNOSE AND REPAIR LIGHTS AT JBHS BASEBALL FIELD; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$3,680.35
24004393	MONTGOMERY HARDWARE COMPANY	FC 2324-021 SECURITY HARDWARE UPGRADES AT HUERTA MIDDLE SCHOOL; BOND FUNDS; BOARD APPROVED 4/4/24	FACILITIES SERVICES	213	$376,899.53

BOARD DETAIL REPORT

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PO Number	Vendor	Description	Site	Fund	Total Amount
24004396	US BANK NATIONAL ASSOCIATION	FURNITURE; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$121.28
24004402	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES AND EQUIPMENT; STEM GRANT	JOHN BURROUGHS HIGH SCHOOL	010	$681.84
24004403	COMMERCIAL DOOR OF LOS ANGELES COUNTY	GATE REPAIR AT COMMUNITY DAY SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,002.82
24004404	FIRST BOOK	BOOKS; TITLE I FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$701.68
24004405	REALLY GOOD STUFF LLC	PLAYGROUND EQUIPMENT; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$571.70
24004406	US BANK NATIONAL ASSOCIATION	CLASSROOM SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	EMERSON ELEMENTARY	010	$80.38
24004407	LAKESHORE CURRICULUM MATERIAL	FURNITURE AND CLASSROOM SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	Washington Latchkey	010	$8,686.69
24004408	LAKESHORE CURRICULUM MATERIAL	FURNITURE AND CLASSROOM SUPPLIES; UNIVERSAL PRE-KIDNER FUNDS	MILLER ELEMENTARY	010	$8,758.75
24004409	KAY PARK RECREATION CORPORATION	FURNITURE; UNIVERSAL PRE-KINDER FUNDS	WASHINGTON ELEMENTARY	010	$21,514.46
24004410	PASCO SCIENTIFIC	CLASSROOM SUPPLIES; STEM GRANT	JOHN BURROUGHS HIGH SCHOOL	010	$66.15
24004411	JON-DON, LLC	MAINTENANCE EQUIPMENT AND SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$20,024.18
24004412	US BANK NATIONAL ASSOCIATION	RUG AND CHAIR; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$77.18
24004413	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; TITLE III-LEP FUNDS	ROOSEVELT ELEMENTARY	010	$1,417.79
24004414	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; MAA FUNDS	HORACE MANN CHILDREN´S CENTER	010	$932.60
24004415	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	BURBANK HIGH SCHOOL	010	$24.03
24004416	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	PROVIDENCIA ELEMENTARY	010	$1,082.50
24004417	SOUTHEASTERN EQUIPMENT & SUPPLY, INC.	MAINTENANCE EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$41,201.53
24004418	APPLE COMPUTER ED SALES	APPLE TV; TITLE I FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$171.22
24004419	K-LOG	CLASSROOM SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$434.99
24004420	HIBBARD, CARRIE A	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; CHILD DEVELOPMENT FUNDS	CHILD DEVELOPMENT SERVICES	120	$25.83
24004421	POINTS OF LIGHT FOUNDATION	STUDENT AWARDS; GIFT FUNDS	MILLER ELEMENTARY	010	$95.83
24004422	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT; K12 STRONG WORKFORCE GRANT	INSTRUCTIONAL SERVICES	010	$2,186.10
24004423	CAROLINA BIOLOGICAL SUPPLY CO	INSTRUCTIONAL SUPPLIES; GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$1,765.37

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004424	ACE BUSINESS MACHINES, INC.	OFFICE EQUIPMENT	FISCAL SERVICES	010	$4,506.94
24004425	FIRST STUDENT, INC	STUDENT TRANSPORTATION; OSS; GIFT FUNDS	PROVIDENCIA ELEMENTARY	010	$3,977.00
24004426	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; KNOTT'S BERRY FARM; ACCOUNTS RECEIVABLE	LUTHER BURBANK MIDDLE SCHOOL	010	$2,595.00
24004427	PITSCO EDUCATION	EDUCATIONAL SUPPLIES AND EQUIPMENT; K12 STRONG WORKFORCE FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$5,842.66
24004428	SCHOOL ZONE TRANSPORTATION, INC	STUDENT TRANSPORTATION; IMA; RIO NORTE HS AND SIX FLAGS; ACCOUNTS RECEIVABLE	MUIR MIDDLE SCHOOL	010	$2,400.00
24004429	SCHOOL OUTFITTERS	FURNITURE; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$3,989.81
24004430	FIRST STUDENT, INC	STUDENT TRANSPORTATION; LOS ANGELES ZOO; GIFT FUNDS	STEVENSON ELEMENTARY	010	$1,838.38
24004431	U.S. TOY CO, INC.	FURNITURE; UNIVERSAL PRE-KINDER FUNDS	MILLER ELEMENTARY	010	$585.53
24004432	FIRST STUDENT, INC	C/O 1: CANCEL ORDER; STUDENT TRANSPORTATION; SCHOOL ATHLETICS/FIELD TRIP	WASHINGTON ELEMENTARY	010	$867.00
24004433	NORTHERN TOOL & EQUIPMENT CO.	MAINTENANCE SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,168.07
24004434	FLINN SCIENTIFIC INC	CLASSROOM SUPPLIES; GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$3,479.65
24004435	AMANDA HSU	PROFESSIONAL SERVICES AGREEMENT; FBA EVALUATION; SPECIAL EDUCAITON FUNDS; BOARD APPROVED 4/18/24	SPECIAL EDUCATION	010	$2,500.00
24004436	US BANK NATIONAL ASSOCIATION	SOFTWARE LICENSE	TECHNOLOGY SERVICES	010	$250.00
24004437	KAREN KAMBOURIAN	PROFESSIONAL SERVICES AGREEMENT; PSYCHOLOGIST; SPECIAL EDUCATION FUNDS; BOARD APPROVED 4/18/24	SPECIAL EDUCATION	010	$20,400.00
24004438	GOPHER SPORT	PLAYGROUND SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	EMERSON ELEMENTARY	010	$283.53
24004439	MAXIM HEALTHCARE STAFFING SERVICES, INC.	CONSULTANT; STAFFING AGENCY; CHILD DEVELOPMENT FUNDS; BOARD APPROVED 12/16/21	CHILD DEVELOPMENT SERVICES	120	$291.84
24004440	VITAL RECORDS CONTROL	2023-24 BLANKET ORDER; DOCUMENT SHREDDING SERVICES	BURBANK HIGH SCHOOL	010	$1,000.00
24004441	AMAZON CAPITAL SERVICES	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$414.64
24004442	HART DESIGN BUILD, INC.	FC 2324-017,DISNEY ELEMENTARY BALL WALL INSTALLATION, CUPCCAA BID; BOND FUNDS; BOARD APPROVED 4/18/24	FACILITIES SERVICES	213	$56,049.00
24004443	US BANK NATIONAL ASSOCIATION	CLASSROOM SUPPLIES; STEM GRANT	JOHN BURROUGHS HIGH SCHOOL	010	$903.35
24004444	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; GLENDALE CITY COLLEGE; K12 STRONG WORKFORCE GRANT	INSTRUCTIONAL SERVICES	010	$758.75

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

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24004445	AMAZON CAPITAL SERVICES	FURNITURE	PROVIDENCIA ELEMENTARY	010	$121.26
24004446	HIGHTOUCH HIGHTECH INC	CONSULTANT AGREEMENT; SCIENCE INSTRUCTION; GIFT FUNDS; BOARD APPROVED 2/15/24	MILLER ELEMENTARY	010	$7,270.00
24004447	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; WARNER BROTHERS STUDIOS; K12 STRONG WORK FORCE GRANT	INSTRUCTIONAL SERVICES	010	$567.50
24004448	PACINO, LORI	REIMBURSEMENT TO ASSISTANT PRINCIPAL; STUDENT AWARDS; GIFT FUNDS AND GENERAL FUNDS	MUIR MIDDLE SCHOOL	010	$194.95
24004449	ALL AMERICAN TROPHY & ENGRAVING CO	STUDENT AWARDS	LUTHER BURBANK MIDDLE SCHOOL	010	$1,453.10
24004450	STUMBAUGH & ASSOCIATES INC	FACILITY REPAIR MATERIAL; ON-GOING MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$385.88
24004451	MANOS, KATIE	REIMBURSEMENT TO TEACHER FOR INSTRUCTIONAL SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	JEFFERSON ELEMENTARY	010	$240.00
24004452	ROUSSEAU, CARA	REIMBURSEMENT TO TEACHER FOR INSTRUCTIONAL SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	STEVENSON ELEMENTARY	010	$116.21
24004453	MOLINA, ANNE	REIMBURSEMENT TO TEACHER FOR INSTRUCTIONAL SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	PROVIDENCIA ELEMENTARY	010	$160.00
24004454	MENDEZ, GERARDO	REIMBURSEMENT TO TEACHER FOR EVENT SUPPLIES; CTE FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$36.57
24004455	CAMPBELL, RACHELL	REIMBURSEMENT TO TEACHER FOR INSTRUCTIONAL SUPPLIES; TITLE I FUNDS	MUIR MIDDLE SCHOOL	010	$125.43
24004456	CASCOLAN, MARIA	REIMBURSEMENT TO SENIOR SECRETARY FOR GRADUATION SUPPLIES	JOHN BURROUGHS HIGH SCHOOL	010	$59.13
24004457	RIDDELL	2023-24 BLANKET ORDER; PHYSICAL EDUCATION SUPPLIES; FILM LA FUNDS	BURBANK HIGH SCHOOL	010	$10,000.00
24004458	TURF STAR, INC.	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$282.54
24004459	TRULITE	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	WASHINGTON ELEMENTARY	010	$269.21
24004460	SUNBELT RENTALS, INC.	EQUIPMENT RENTAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$2,760.79
24004461	REFRIGERATION HARDWARE SUPPLY CORP	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$299.13
24004462	GARVEY EQUIPMENT COMPANY	GROUNDS SUPPLIES; UNRESTRICTED MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$605.79
24004463	AMS.NET INC	SOFTWARE LICENSE; ADULT EDUCATION - BLOCK GRANT; BOARD APPROVED 4/18/24	BURBANK ADULT SCHOOL	110	$10,770.90

Printed between 04/23/2024 & 05/13/2024

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24004465	REFRIGERATION SUPPLIES DIST	HVAC MAINTENANCE TOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$637.00
24004466	JUNKERMEIER, JOSHUA	REIMBURSEMENT TO TEACHER FOR INSTRUCTIONAL SUPPLIES; CTE FUNDS	BURBANK HIGH SCHOOL	010	$89.23
24004467	AMAZON CAPITAL SERVICES	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$518.96
24004468	VANESSA MAGLIO	REIMBURSEMENT TO PARENT FOR EVENT SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	$173.14
24004469	FLORES, JENNIFER	REIMBURSEMENT TO CURRICULUM SPECIALIST FOR FOOD FOR EVENT; GIFT FUNDS	EDISON ELEMENTARY	010	$133.97
24004470	LOYD, MARILYN	REIMBURSEMENT TO PARENT FOR EVENT SUPPLIES; GIFT FUNDS	STEVENSON ELEMENTARY	010	$354.63
24004471	LOYD, MARILYN	REIMBURSEMENT TO PARENT FOR EVENT SUPPLIES; GIFT FUNDS	STEVENSON ELEMENTARY	010	$456.06
24004472	CHO, JULIANA	REIMBURSEMENT TO PARENT FOR NON INSTRUCTIONAL CONSULTANT; GIFT FUNDS	EMERSON ELEMENTARY	010	$350.00
24004473	MNATSAKANYAN, NAIRA	REIMBURSMENT TO VOLUNTEER FOR EVENT SUPPLIES; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$418.50
24004474	ETM-LA, INC	CONSULTANT AGREEMENT; MUSIC INSTRUCTION; AMS FUNDS; BOARD APPROVED 5/2/24	ROOSEVELT ELEMENTARY	010	$4,237.00
24004475	JUNG, GRACE	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUND	WASHINGTON ELEMENTARY	010	$100.00
24004476	BARZEGAR, NARINEH	REIMBURSEMENT TO PRINCIPAL FOR FOOD; GIFT FUNDS	BURBANK HIGH SCHOOL	010	$45.78
24004477	MARKUSSEN, JULIE	REIMBURSEMENT TO PRINCIPAL FOR FOOD; GIFT FUNDS	BURBANK HIGH SCHOOL	010	$54.35
24004478	ROSS, STEPHANIE	REIMBURSEMENT TO PARENT FOR FOOD; GIFT FUNDS	EDISON ELEMENTARY	010	$12.24
24004479	AVILA, JUAN	REIMBURSEMENT TO INTERVENTION SPECIALIST FOR FOOD AND EVENT SUPPLIES; GIFT FUND	DOLORES HUERTA MIDDLE SCHOOL	010	$45.00
24004480	VITAL RECORDS CONTROL	2023-24 BLANKET ORDER; DOCUMENT DESTRUCTION SERVICES	INDEPENDENT LEARNING ACADEMY (ILA)	010	$80.00
24004481	CARREON NURSERY	GARDENING SUPPLIES; GIFT FUNDS	MUIR MIDDLE SCHOOL	010	$3,725.35
24004482	TASHCHIAN, ANI	REIMBURSEMENT TO ASSISTANT PRINCIPAL FOR FOOD; GIFT FUND	DOLORES HUERTA MIDDLE SCHOOL	010	$169.20
24004483	OLIVEROS, MARICAR	REIMBURSEMENT TO VOLUNTEER FOR FOOD; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$350.00
24004484	BLOCK, OLIVIA	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$100.00
24004485	BOWERS, LUCIA	REIMBURSEMENT TO TOSA FOR CUSTOM CLOTHING; GIFT FUNDS	BUSINESS OFFICE	010	$2,017.89
24004486	TANNER, GLORIA	REIMBURSEMENT TO OFFICE MANAGER ASSISTANT FOR ART SUPPLIES; GIFT FUNDS	MILLER ELEMENTARY	010	$172.17

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

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24004487	SORENSEN, CORY	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	MC KINLEY ELEMENTARY	010	$105.11
24004488	MUNOZ, ANGELA	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	MC KINLEY ELEMENTARY	010	$26.70
24004489	MACNEILL, MICHELLE	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$95.63
24004490	DUNCAN, MICHELLE	REIMBURSEMENT TO VOLUNTEER FOR GARDEN SUPPLIES; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$69.85
24004491	CRYSTAL, LISA	REIMBURSEMENT TO TEACHER FOR CUSTOM CLOTHING; GIFT FUNDS	BRET HARTE ELEMENTARY	010	$206.72
24004492	COLLINS, CHANDRA	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$100.00
24004493	GARCIA, HILDE	REIMBURSEMENT TO TEACHER FOR LIBRARY SUPPLIES; GIFT FUNDS	DISNEY ELEMENTARY	010	$54.73
24004494	AMAZON CAPITAL SERVICES	MUSICAL INSTRUMENT; ARTS FOR ALL FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$161.23
24004495	MARKUSSEN, JULIE	REIMBURSEMENT TO PRINCIPAL FOR BOOKS	BURBANK HIGH SCHOOL	010	$371.43
24004496	WOODWIND & THE BRASSWIND	MUSICAL INSTRUMENTS; ARTS FOR ALL FUNDS	BURBANK HIGH SCHOOL	010	$10,662.93
24004497	SMARDAN SUPPLY BURBANK	PLUMBING EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$1,470.00
24004498	VAPRECISION, INC.	PERFORM GROUND MOISTURE TESTING AT MILLER ELEMENTARY SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$6,500.00
24004499	2 GUYS TERMITE, INC.	TERMITE INSPECTION AT WASHINGTON ELEMENTARY SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$810.00
24004500	FIRST BOOK	BOOKS; TITLE I FUNDS	WASHINGTON ELEMENTARY	010	$312.56
24004501	AMAZON CAPITAL SERVICES	MUSICAL INSTRUMENT; ARTS FOR ALL FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$1,772.55
24004502	SKILLSUSA CALIFORNIA	REGISTRATION FEES; PERKINS GRANT	INSTRUCTIONAL SERVICES	010	$800.00
24004503	SOUTHWINDS TRANSPORTATION	STUDENT TRANSPORTATION; DISCOVERY CUBE; GIFT FUNDS	MILLER ELEMENTARY	010	$1,331.20
24004504	SOUTHWINDS TRANSPORTATION	STUDENT TRANSPORTATION; LOS ANGELES ZOO; GIFT FUNDS	MILLER ELEMENTARY	010	$1,231.20
24004505	DROPLET SOLUTIONS, INC.	MASTER SERVICES AGREEMENT; HR SYSTEM FOR PTR PROCESS; BOARD APPROVED 4/18/24	FISCAL SERVICES	010	$6,000.00
24004506	BRAINPOP	SOFTWARE LICENSE; TITLE III-LEP FUNDS	EDISON ELEMENTARY	010	$231.00
24004507	BEAUREGARD, STEPHANIE	REIMBURSEMENT TO ADMINISTRATIVE SECRETARY FOR FOOD FOR EVENT; CTE FUNDS	INSTRUCTIONAL SERVICES	010	$67.51
24004508	PACINO, LORI	REIMBURSEMENT TO ASSISTANT PRINCIPAL FOR FOOD; GIFT FUNDS	MUIR MIDDLE SCHOOL	010	$150.00
24004509	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; DESCANSO GARDENS; GIFT FUNDS	PROVIDENCIA ELEMENTARY	010	$375.00
24004510	TRANSIT SYSTEMS UNLIMITED, INC	STUDENT TRANSPORTATION; TRANSIT SYSTEMS UNLIMITED, INC	WASHINGTON ELEMENTARY	010	$825.00

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004511	HANSON, MOIRA	REIMBURSEMENT TO TEACHER FOR ART SUPPLIES	EMERSON ELEMENTARY	010	$48.34
24004512	STRUYK, CONNIE	REIMBURSEMENT TO TEACHER FOR FIELD TRIP DEPOSIT; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$25.00
24004513	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; WESTLAKE HIGH SCHOOL; GENERAL FUNDS AND GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$1,667.50
24004514	LIBRE SCHOOL SERVICES	STUDENT TRANSPORTATION; DISNEYLAND; GENERAL FUNDS AND GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$3,100.00
24004515	GRAYBAR	TECHNOLOGY SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$2,064.28
24004516	SARKIS NIKOGOSIAN	RENTAL OF FACILITIES FOR EVENTS; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$1,000.00
24004517	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	INSTRUCTIONAL SERVICES	010	$108.18
24004518	DICK BLICK CO	CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	$865.73
24004519	OUTLOOK NEWSPAPERS	ADVERTISING FOR BID; KIT FUNDS	FOOD SERVICES	010	$520.00
24004520	3 WIRE LLC	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$2,188.21
24004521	SCHOOL ZONE TRANSPORTATION, INC	STUDENT TRANSPORTATION; VMA; DISNEYLAND; ACCOUNTS RECEIVABLE	MUIR MIDDLE SCHOOL	010	$2,600.00
24004522	AFFORDABLE COMPUTER PRODUCTS, INC.	FURNITURE; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$7,915.30
24004523	CATALINA PAINTS	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$150.82
24004524	TURF STAR, INC.	FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES PLANNING SERVICES	010	$198.85
24004525	OUTLOOK NEWSPAPERS	ADVERTISING FOR BID; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,788.00
24004526	MUSCO CORPORATION	CONTROL LINK SERVICE FEE; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$475.00
24004527	KNOOP, KENNETH	REIMBURSEMENT TO PRINCIPAL FOR FOOD FOR EVENT; FILM LA FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$48.37
24004528	COSTELLA, LIZ	REIMBURSEMENT TO PRINCIPAL FOR STUDENT AWARDS; GIFT FUNDS	MC KINLEY ELEMENTARY	010	$113.31
24004529	ALMER, JENNIFER	REIMBURSEMENT TO PRINCIPAL FOR GARDEN SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$173.40
24004530	AMAZON CAPITAL SERVICES	EVENT SUPPLIES; GIFT FUNDS	MONTEREY HIGH SCHOOL	010	$340.55
24004531	MCTIGHE, JESSICA	REIMBURSEMENT TO PARENT FOR FOOD; GIFT FUNDS	STEVENSON ELEMENTARY	010	$652.79
24004532	ULINE - Attn: ACCOUNTS RECEIVABLES	OFFICE SUPPLIES	MILLER ELEMENTARY	010	$623.11
24004533	MASTROLIA, KRISTIE	REIMBURSEMENT TO PARENT FOR PROMOTION SUPPLIES; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$79.72
24004534	PETERSEN, NANCY	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$90.31

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004535	SMITH, SUSAN	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$100.00
24004536	VALENCIANO, PATRICIA	REIMBURSEMENT TO PARENT FOR FOOD AND EVENT SUPPLIES; GIFT FUNDS	EMERSON ELEMENTARY	010	$424.54
24004537	EVERHART, GREGORY	REIMBURSEMENT TO TEACHER FOR FOOD; GIFT FUNDS	JOHN BURROUGHS HIGH SCHOOL	010	$124.69
24004538	JAMISON, MOZHDEH	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES	DOLORES HUERTA MIDDLE SCHOOL	010	$41.43
24004539	DURHAM SCHOOL SERVICES, L.P.	STUDENT TRANSPORTATION; RIO NORTE JUNIOR HIGH SCHOOL AND MAGIC MOUNTAIN; SPECIAL EDUCATION FUNDS	MUIR MIDDLE SCHOOL	010	$1,369.64
24004540	KAEDNEY, NADA	REIMBUSEMENT TO OFFICE SECRETARY II FOR PARKING FEE; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$60.00
24004541	PIERCE, EMILY	REIMBURSEMENT TO TEACHER FOR SOFTWARE LICENSE: BOARD APPROVED 6/15/23	JOHN BURROUGHS HIGH SCHOOL	010	$119.88
24004542	AMAZON CAPITAL SERVICES	MEETING SUPPLIES	SUPERINTENDENT ´S OFFICE	010	$32.29
24004543	AMAZON CAPITAL SERVICES	OPERATIONAL SUPPLIES; ON GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$439.67
24004544	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	TECHNOLOGY SERVICES	010	$80.50
24004545	ERIC I. RAMIREZ	FOOD FOR EVENT; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$550.00
24004546	TANGIBLE PLAY, INC.	CLASSROOM SUPPLIES; STEM GRANT	INSTRUCTIONAL SERVICES	010	$2,946.13
24004547	BUSD FOOD SERVICES	FOOD FOR EVENT	INSTRUCTIONAL SERVICES	010	$58.05
24004548	AMAZON CAPITAL SERVICES	OFFICE EQUIPMENT; FILM LA FUNDS	MONTEREY HIGH SCHOOL	010	$1,345.04
24004549	JORDANA HAMMEKE	CONSULTANT AGREEMENT; CERAMICS CLASSES; GIFT FUNDS; BOARD APPROVED 5/2/24	ROOSEVELT ELEMENTARY	010	$1,000.00
24004550	U.S. BANK	BUS TRANSPORTATION FOR FAMILIES IN TRANSIT; AMER. RESCUE PLAN - HOMELESS CHILD & YOUTH FUNDS	Student Services	010	$24.00
24004551	UME FEDERAL CREDIT UNION	BUS TRANPORTATION FOR FAMILIES IN TRANSIT; AMER. RESCUE PLAN - HOMELESS CHILD & YOUTH FUNDS	Student Services	010	$369.00
24004552	CORNERSTONE EDUCATIONAL SOLUTIONS	PROFESSIONAL SERVICES AGREEMENT; FBA ASSESSMENT; SPEICAL EDUCATION FUNDS; BOARD APPROVED 4/18/24	SPECIAL EDUCATION	010	$5,000.00
24004553	AMS.NET INC	DISTRICT-WIDE VIDEO SURVEILLANCE SYSTEM MIGRATION	TECHNOLOGY SERVICES	213	$77,003.96
24004554	BURBANK PRINTING	WAREHOUSE STOCK; HEALTH RECORD FOLDERS	WAREHOUSE	010	$1,899.06
24004555	ULINE - Attn: ACCOUNTS RECEIVABLES	OFFICE SUPPLIES	WAREHOUSE	010	$125.24
24004556	ARCADIA UNIFIED SCHOOL DISTRICT	STAGE LIGHTING EQUIPMENT; AMS FUNDS	MUIR MIDDLE SCHOOL	010	$3,500.00

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004557	US BANK NATIONAL ASSOCIATION	BUS TRANSPORTATION FOR FAMILIES IN TRANSIT; AMER. RESCUE PLAN - HOMELESS CHILD & YOUTH FUNDS	Student Services	010	$393.00
24004558	AYA HEALTHCARE, INC.	PROFESSIONAL SERVICES AGREEMENT; CREDENTIALED SPED TEACHER; SPECIAL EDUCATION FUNDS; BOARD APPROVED 4/4/24	SPECIAL EDUCATION	010	$31,605.00
24004559	MONTGOMERY HARDWARE COMPANY	BUILDING MAINTENANCE SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$419.77
24004560	FERGUSON ENTERPRISES, INC.	PLUMBING REPAIR SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$5,267.16
24004561	PLAYPOWER LT FARMINGTON INC.	REPLACE DAMAGED PLAYGROUND PARTS AT EMERSON ELEMENTARY SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$12,874.35
24004562	GRAYBAR	TECHNOLOGY SUPPLIES; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	$3,729.82
24004563	BECKLAR HOLDINGS, LLC	FIRE MONITORING SERVICES AGREEMENT; UNRESTRICTED MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,347.53
24004564	ETM-LA, INC	CONSULTANT AGREEMENT; MUSIC INSTRUCTION; AMS FUNDS; BOARD APPROVED 4/4/24	ROOSEVELT ELEMENTARY	010	$4,674.00
24004565	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	$496.11
24004566	AREY JONES EDUCATIONAL SOLUTIONS	TECHNOLOGY EQUIPMENT; ADULT EDUCATION - BLOCK GRANT	BURBANK ADULT SCHOOL	110	$1,305.91
24004567	ELLINGSWORTH, BRANDY	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$99.71
24004568	BENSON, SAMANTHA	REIMBURSEMENT TO PARENT FOR FOOD; GIFT FUNDS	BRET HARTE ELEMENTARY	010	$475.34
24004569	LALICATA, TRACI	REIMBURSEMENT TO SHOW PRODUCER FOR GIFTS; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$458.08
24004570	WALTER, MARTHA	REIMBURSEMENT TO PRINCIPAL FOR FOOD; MAA FUNDS	BRET HARTE ELEMENTARY	010	$119.15
24004571	POZOS, ADRIANA	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	WASHINGTON ELEMENTARY	010	$100.00
24004572	AMTECH ELEVATOR SERVICES	EMERGENCY ELEVATOR SERVICE CALL AT DISTRICT OFFICE; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$1,195.60
24004573	BOGNAR, PETER	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; ADULT ED GENERAL APPORTIONMENT FUNDS	BURBANK ADULT SCHOOL	110	$536.00
24004574	ANDERS, ROBYN	REIMBURSEMENT TO DIRECTOR OF TECHNOLOGY OF INSTRUCTIONAL SERVICES FOR FOOD; GIFT FUNDS	INSTRUCTIONAL SERVICES	010	$272.53
24004575	APPLE COMPUTER ED SALES	COMPUTER EQUIPMENT	TECHNOLOGY SERVICES	010	$3,709.10
24004576	AREY JONES EDUCATIONAL SOLUTIONS	COMPUTER EQUIPMENT	SUPERINTENDENT ´S OFFICE	010	$1,366.50
24004577	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	$93.45

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004578	OFFICE DEPOT/ BUSINESS SERVICES DIVISION	CLASSROOM SUPPLIES	MUIR MIDDLE SCHOOL	010	$192.09
24004579	JOSTENS, INC.	GRADUATION SUPPLIES	INDEPENDENT LEARNING ACADEMY (ILA)	010	$307.92
24004580	COMPLETE BUSINESS SYSTEMS	OFFICE SUPPLIES	MUIR MIDDLE SCHOOL	010	$1,158.73
24004581	OUTDOOR NATURAL PLAY LLC	CLASSROOM SUPPLIES; UNIVERSAL PRE-KINDER FUNDS	EMERSON ELEMENTARY	010	$206.75
24004582	BECKLAR HOLDINGS, LLC	FIRE MONITORING SERVICES AGREEMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS; BOARD APPROVED 5/16/24	FACILITIES SERVICES	010	$4,600.00
24004583	JON-DON, LLC	OPERATIONAL SUPPLIES; ON-GOING AND MAINTENANCE FUNDS	FACILITIES SERVICES	010	$220.50
24004584	GTG TRANSPORTATION	STUDENT TRANSPORTATION; LA ZOO; GIFT FUNDS	PROVIDENCIA ELEMENTARY	010	$798.00
24004585	CHRISTOPHER AGUIRRE	CONSULTANT AGREEMENT; DANCE INSTRUCTION; GIFT FUNDS; BOARD APPROVED 5/2/24	EDISON ELEMENTARY	010	$1,050.00
24004586	EATON, ELIZABETH	CONSULTANT AGREEMENT; GARDENING CLASSES; GIFT FUNDS; BOARD APPROVED 5/2/24	EDISON ELEMENTARY	010	$1,080.00
24004587	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES; SPECIAL EDUCATION FUNDS	WASHINGTON ELEMENTARY	010	$414.67
24004588	SEWER LINE SERVICES, INC.	EMERGENCY WATER MAIN REPAIR AT BURBANK HIGH SCHOOL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$6,900.00
24004589	DE ARMENDI, MOLLYE	REIMBURSEMENT TO VOLUNTEER FOR FOOD FOR EVENT AND EVENT SUPPLIES; GIFT FUNDS	MILLER ELEMENTARY	010	$477.53
24004590	GRIMSHAW, DENA	REIMBURSEMENT TO TITLE I COORDINATOR FOR FOOD; GIFT FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$141.75
24004591	SCHWARTZ, SARAH	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	$100.00
24004593	SHAH, TRACY	REIMBURSEMENT TO ASSISTANT PRINCIPAL FOR FOOD; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$52.89
24004594	PELAYO, DIANA	REIMBURSEMENT TO TEACHER FOR ADMISSION FEES FOR TEACHERS; GIFT FUNDS	MILLER ELEMENTARY	010	$92.00
24004595	DR. AGNESA PAPAZYAN, PSYD PSYCHOLOGY CORPORATION	PROFESSIONAL SERVICES AGREEMENT; IEE ASSESSMENT; SPECIAL EDUCATION FUNDS; BOARD APPROVED 5/2/24	SPECIAL EDUCATION	010	$6,000.00
24004596	HATCH, ROBIN	REIMBURSEMENT TO PRINCIPAL FOR FOOD; GIFT FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$114.19
24004597	GRIMSHAW, DENA	REIMBURSEMENT TO TITLE I COORDINATOR FOR FOOD; GIFT FUNDS	DOLORES HUERTA MIDDLE SCHOOL	010	$19.98
24004598	DR. AGNESA PAPAZYAN, PSYD PSYCHOLOGY CORPORATION	PROFESSIONAL SERVICES AGREEMENT; IEE ASSESSMENT; SPECIAL EDUCATION FUNDS; BOARD APPROVED 5/2/24	SPECIAL EDUCATION	010	$6,000.00

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
24004599	WILTSHIRE, SARA	REIMBURSEMENT TO VOLUNTEER FOR EVENT SUPPLIES; GIFT FUNDS	STEVENSON ELEMENTARY	010	$995.83
24004600	RALUY-MARTINEZ, LISA	REIMBURSEMENT TO TEACHER FOR CLASSROOM SUPPLIES	LUTHER BURBANK MIDDLE SCHOOL	010	$405.91
24004601	HOLA CLINIC BILINGUAL SPEECH LANGUAGE PATHOLOGY IN	PROFESSIONAL SERVICES AGREEMENT; SPEECH LANGUAGE THERAPY; SPECIAL EDUCATION FUNDS; BOARD APPROVED 5/2/24	SPECIAL EDUCATION	010	$7,087.50
24004602	ARREDONDO, PATTY	REIMBURSEMENT TO VOLUNTEER FOR OFFICE SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	$79.36
24004603	TEVAULT, VANESSA	REIMBURSEMENT TO VOLUNTEER FOR EVENT SUPPLIES; GIFT FUNDS	EDISON ELEMENTARY	010	$71.44
24004604	LOYD, MARILYN	REIMBURSEMENT TO VOLUNTEER FOR EVENT SUPPLIES; GIFT FUNDS	STEVENSON ELEMENTARY	010	$447.80
24004605	TURNER, JOANN	REIMBURSEMENT TO VOLUNTEER FOR EVENT SUPPLIES; GIFT FUNDS	STEVENSON ELEMENTARY	010	$678.06
24004606	LRA INTERPRETERS, INC.	CONSULTANT AGREEMENT; INTERPRETING SERVICES; BOARD APPROVED 5/2/24	Student Services	010	$1,500.00
24004607	THE LIBRARY STORE, INC.	FURNITURE; GIFT FUNDS	JEFFERSON ELEMENTARY	010	$17,658.88
24004608	PACINO, LORI	REIMBURSEMENT TO ASSISTANT PRINCIPAL FOR FOOD AND EVENT SUPPLIES; GENERAL FUNDS AND GIFT FUNDS	MUIR MIDDLE SCHOOL	010	$37.91
24004609	ORANGE COUNTY DEPT OF EDUCATION	CONFERENCE REGISTRATION FEES; TITLE III FUNDS	INSTRUCTIONAL SERVICES	010	$1,050.00
24004610	SUNRISE TELECOM	CARRYOVER PO 22003157; 2122-014 DATA CABLING INFRASTRUCTURE FOR DISNEY ELEMENTARY SCHOOL PERMANENT MODULAR CLASSROOM BUILDING; BOND FUNDS; BOARD APPROVED 3/17/22	TECHNOLOGY SERVICES	213	$2,332.45
24004611	SUNRISE TELECOM	CARRYOVER PO 22003202; 2122-015 21ST CENTURY CLASSROOM INSTALLATIONS AT DISNEY ELEMENTARY SCHOOL PERMANENT MODULAR CLASSROOM BUILDING; BOND FUNDS; BOARD APPROVED 3/17/22	TECHNOLOGY SERVICES	213	$1,596.18
		PO Count:	**236**	**Total:**	**$2,464,004.54**

Printed between 04/23/2024 & 05/13/2024

BOARD FUND SUMMARY

Fund	Description	PO Count	Total Fund Amount
010	General Fund - Unrestricted	223	$1,672,967.01
110	Adult Education Fund	5	$16,838.74
120	Child Development Fund	3	$260,317.67
213	Building Fund - 3rd Issuance	5	$513,881.12
		Total:	**$2,464,004.54**

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
25000001	HYDRAULIC INDUSTRIAL PLUMBING SUPPLY	2024-25 BLANKET ORDER; PLUMBING SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$5,000.00
25000002	INTERMOUNTAIN LOCK & SUPPLY CO	2024-25 BLANKET ORDER; LOCKSMITH SUPPLIES; ON-GOING AND MAINTENANCE FUND	FACILITIES SERVICES	010	$20,000.00
25000003	JOHNSTONE SUPPLY	2024-25 BLANKET ORDER; MAINTENANCE SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUND	FACILITIES SERVICES	010	$20,000.00
25000004	LINDE GAS & EQUIPMENT INC	2024-25 BLANKET ORDER; REPAIR MATERIALS AND SERVICE FOR FACILITIES EQUIPMENT; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$1,750.00
25000005	LOWE'S HOME IMPROVEMENT	2024-25 BLANKET ORDER; MAINTANENCE SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$30,000.00
25000006	MERRY PLUMBING CO INC	2024-25 BLANKET ORDER; PLUMBING SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$40,000.00
25000007	NAPA AUTO PARTS	2024-25 BLANKET ORDER; VEHICLE REPAIR AND MAINTENANCE MATERIALS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$3,000.00
25000008	PLUMBING WHOLESALE OUTLET INC	2024-25 BLANKET ORDER; PLUMBING SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$20,000.00
25000009	REFRIGERATION SUPPLIES DIST	2024-25 BLANKET ORDER; FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$70,000.00
25000010	RUSSELL SIGLER INC	2024-25 BLANKET ORDER; FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$30,000.00
25000011	SMARDAN SUPPLY BURBANK	2024-24 BLANKET ORDER; FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$55,000.00
25000012	STUMBAUGH & ASSOCIATES INC	2024-25 BLANKET ORDER; FACILITY REPAIR MATERIAL; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$5,000.00
25000013	T-MOBILE	2024-25 BLANKET ORDER; FACILITIES SERVICES STAFF CELL PHONE AGREEMENT; UNRESTRICTED MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,000.00
25000014	US AIR CONDITIONING DISTRIBUTORS	2024-25 BLANKET ORDER; HVAC SUPPLIES; ON-GOING AND MAJOR MAINTEANANCE FUNDS	FACILITIES SERVICES	010	$30,000.00
25000015	WAXIE SANITARY SUPPLY	2024-25 BLANKET ORDER; MAINTENANCE SERVICES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$350,000.00
25000016	WAXIE SANITARY SUPPLY	2024-25 BLANKET ORDER; MAINTENANCE SERVICES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$2,000.00
25000017	WESTERN TIRE OF BURBANK INC	2024-25 BLANKET ORDER; DISTRICT VEHICLE REPAIRS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$5,000.00

BURBANK UNIFIED SCHOOL DISTRICT

BOARD DETAIL REPORT

Printed between 04/23/2024 & 05/13/2024

PO Number	Vendor	Description	Site	Fund	Total Amount
25000018	WRIGHT'S SUPPLY INC	2024-25 BLANKET ORDER; EQUIPMENT MAINTENANCE AND REPAIR MATERIALS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$10,000.00
25000019	TOOL TIME	2024-25 BLANKET ORDER; TOOLS; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$8,500.00
25000020	CATALINA PAINTS	2024-25 BLANKET ORDER; PAINTING SUPPLIES; ON-GOING AND MAJOR MAINTENANCE FUNDS	FACILITIES SERVICES	010	$10,000.00
25000021	VITAL RECORDS CONTROL	2024-25 BLANKET ORDER; DOCUMENT DESTRUCTION SERVICES; SPECIAL EDUCATION FUNDS	WASHINGTON ELEMENTARY	010	$100.00

PO Count: **21** **Total:** **$717,350.00**

Printed between 04/23/2024 & 05/13/2024

BOARD FUND SUMMARY

Fund	Description	PO Count	Total Fund Amount
010	General Fund - Unrestricted	21	$717,350.00
		Total:	**$717,350.00**

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Terri Ramirez-Adams, Senior Administrative Secretary
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Professional Agreement with Dannis Woliver Kelley

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Background:

The Burbank Unified School District has the need from time to time for legal advice, support and direction in areas of specialty. Services also include training for District Staff.

Discussion and Issues:

For more than 45 years, Dannis Woliver Kelley has provided legal advice and counseling services to California school and community college districts.

Fiscal Impact:

The District will use the services of this firm on an as-needed basis as is already our practice with other attorneys. The rate per hour for the firm is as follows:

Client agrees to pay Attorney by the following standard hourly rate:

	Effective 7/1/2024
Shareholder Emeritus	$395 - $475 per hour
Shareholders/Of Counsel	$265 - $395 per hour
Special Counsel	$245 - $315 per hour
Associate	$195 - $275 per hour
Paralegal/Law Clerk	$130 - $210 per hour

Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of legal services provided with the exception of Gregory Dannis whose hourly rate is $485.

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve the agreement between Burbank Unified School District and Dannis Woliver Kelley to provide training for District staff and specialized legal services, effective July 1, 2024 through June 30, 2026, not to exceed $75,000 (01.0-00000.0-00000-72000-5820-7401000) and $25,000 (01.0-00000.0-00000-72000-5820-7471000) per year, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

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TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

EAST BAY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
7170 N Financial Drive
Suite 135
Fresno, CA 93720
TEL 559.388.5802
FAX 559.388.5803

May 7, 2024

VIA EMAIL

John Paramo
Superintendent
Burbank USD
1900 West Olive Avenue
Burbank, CA 91506-2438

Re: 2024-2026 Agreement for Professional Services

Dear Mr. Paramo:

For almost five decades, DWK has provided quality legal advice and wise counsel to California school and community college districts. Our reward in this worthy endeavor is the opportunity to be your partner in achieving your core mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas.

Together, we have confronted and overcome a multitude of challenges from the local to the global and have stood by your side to help you change course repeatedly, pivot often and innovate in the moment. We remain your steadfast allies and will continue to support you with our full range of expertise to provide excellent education programs to millions of California students even in the face of a mercurial economy.

Attached is our Agreement for Professional Services for the 2024/2025 and 2025/2026 school years ("Agreement"). Our rate ranges have remained unchanged since 2022. With this Agreement, the top end of our attorney rate ranges is increasing by approximately five percent (5%) with one attorney's rate (Greg Dannis) increasing by eight percent (8%). Non-attorney rates (i.e., law clerks and paralegals) are also increasing by up to eight percent (8%). We agree to maintain these ranges for the two-year term of our Agreement. This means there will be no changes to the billing ranges during this time period; however, individual attorney hourly rates may be adjusted within the existing ranges during the term of the Agreement.

We look forward to serving the District in the coming school years and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

Dannis Woliver Kelley

Samuel R. Santana
SRS:EN

DWK 4213805v1

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on June 7, 2024 by and between the Burbank USD, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2024, through and including June 30, 2026, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

DISTRICT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: three hundred ninety-five dollars ($395) to four hundred seventy-five dollars ($475) for Shareholder Emeritus; two hundred sixty-five dollars ($265) to three hundred ninety-five dollars ($395) for Shareholders and Of Counsel; two hundred forty-five dollars ($245) to three hundred fifteen dollars ($315) for Special Counsel; one hundred ninety-five dollars ($195) to two hundred seventy-five dollars ($275) for Associates; one hundred thirty dollars ($130) to one hundred ninety-five dollars ($195) for Law Clerks; and one hundred thirty dollars ($130) to two hundred ten dollars ($210) per hour for Paralegals. Rates for individual attorneys and paralegals may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be $485.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of $1.00), and computerized legal research and electronic record review platforms (i.e.,

Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of the parties according to the substantive and procedural laws of California. You acknowledge that by agreeing to arbitration, you are giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION AND CLOUD SERVICES. To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

FILE RETENTION. Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless requested by the District to return the originals. At the expiration of the seven (7)-

year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION. Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at https://www.dwkesq.com/ccpa/. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

BURBANK USD

JParamo — 5/8/24

John Paramo
Superintendent
Date

DANNIS WOLIVER KELLEY

Samuel R. Santana — 5/7/24

Samuel R. Santana
Attorney at Law
Date

At its public meeting of June 6, 2024, the District's governing board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARE BY:	Terri Ramirez-Adams, Senior Administrative Secretary
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Amended Agreement for Professional Services, McCune & Harber, LLP (Administrative Services)

Background:
The Burbank Unified School District has the need from time to time for legal advice, support and direction in areas of specialty such as education law. Services may also include preparation for and representation in court. McCune & Harber, LLP will provide legal services in regard to education law, public agency law, personnel, employee relations, expulsions, special education, contracts, real property and other District matters, including representation of the District in arbitration, administrative and court proceedings, as requested by the District.

Discussion/Issues:
The Burbank Unified School District is a member of the West San Gabriel Liability & Property Joint Power Authority (WSG L&P JPA). Claims with no known coverage because the date of loss occurred before the formation of the WSG L&P JPA are billed back to the District. McCune & Harber, LLP is a Law Firm selected from the JPA attorney panel list. The District received invoices for services provided in the 2022-2023 fiscal year.

McCune & Harber, LLP will provide legal services in regards to education law, public agency law, personnel, employee relations, expulsions, special education, contracts, real property and other District matters, including representation of the District in arbitration, administrative and court proceedings, as requested by the District.

The agreement is being amended to include costs for cases that carried over into the 2023-2024 fiscal year.

Fiscal Impact:
The District will use the services of this firm on an as-needed basis as is already our practice with other attorneys. The rate per hour for the firm is as follows:

Client agrees to pay Attorney by the following standard hourly rate:

	Effective 7/1/2022
Partner	$ 245 per hour
Associate	$ 225 per hour
Law Clerk/Paralegal	$ 110 per hour

Recommendation:
Andrew Cantwell, Assistant Superintendent, Administrative Services, , recommends that the Board of Education amend the agreement between Burbank Unified School District and McCune & Harber, LLP to perform specific services for the period of July 1, 2022 through June 30, 2024, not to exceed $40,000 (01.0-00000.0-00000-72000-5820-7401000), and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

Note: This amendment increases the not to exceed amount from $20,000, approved on March 7, 2024, to $40,000. The additional $20,000 is for cases that carried over into the 2023-2024 fiscal year.

LEGAL SERVICES AGREEMENT

BETWEEN

BURBANK UNIFIED SCHOOL DISTRICT

McCUNE & HARBER, LLP

This AGREEMENT FOR LEGAL SERVICES ("Agreement") is entered into between the BURBANK UNIFIED SCHOOL DISTRICT ("NMUSD") and the law firm of McCUNE & HARBER ("Law Firm").

1. CONSIDERATION.

A. BURBANK USD agrees to engage the services of LAW FIRM, and LAW FIRM agrees to perform

services for BURBANK USD that are described below, all for the compensation and subject to the terms and conditions in this Agreement.

B. Legal Fees. BURBANK USD will compensate LAW FIRM for the services to be provided by

LAW FIRM to BURBANK USD pursuant to this Agreement, as follows:

i. $245/hour partners

$225/hour associates

$110/hour paralegals

ii. All office, travel, and meeting time and all other work will be billed at such rates in increments not exceeding one tenth (.01) of an hour

C. Cost and Expense Reimbursement. In addition to the foregoing compensation, BURBANK USD

will reimburse LAW FIRM for actual and necessary ordinary out-of-pocket expenses reasonably incurred by LAW FIRM in performance of the service provided by LAW FIRM to BURBANK USD pursuant to this Agreement. Examples are as follows: Deposition fees; postage; messenger/process service; document production; and retention, hiring and payment of any investigations and investigation firms.

D. Reimbursable Extraordinary Expenses. BURBANK USD will also reimburse LAW

FIRM for

extraordinary charges, such as for consultants; expert witnesses; travel outside southern California; and investigative services.

E. Billing. LAW FIRM will bill BURBANK USD monthly for the services provided by LAW FIRM to BURBANK USD pursuant to this Agreement, as well as all reimbursable costs and expenses. All bills for legal fees will set forth in detail the work performed during the billing period in line-item format, so that each task is separately explained and has specific time recorded. Bills for reimbursable costs and expenses will set forth the cost for each category of such expenses incurred during the billing period in addition to the total cost of the expenses. Reimbursement for expenses incurred by an outside vendor will include the vendor's invoice.

F. Payment. BURBANK USD will pay LAW FIRM for all of LAW FIRM's services, costs, and

expenses provided or incurred pursuant to this Agreement following receipt and approval of a bill for such services, costs, and expenses that complies with the provisions of this Agreement. BURBANK USD will make its best effort to process and pay such bill within 30 days of the receipt of such bill.

G. Taxpayer Information. LAW FIRM agrees to attach a completed W-9 Form to this Agreement to facilitate tax reporting for payments made by BURBANK USD to LAW FIRM pursuant to this Agreement.

2. FILES. LAW FIRM agrees that all legal files maintained by LAW FIRM pertaining to the services provided to BURBANK USD pursuant to this Agreement are and will remain BURBANK USD'S property. However, LAW FIRM will have the right to retain copies of such files upon completion of the services provided for by this Agreement, or upon the earlier termination of such services in the manner hereinafter provided in this Agreement. For purposes of this Agreement, the term “files” will include electronic files and data, as well as paper files that are maintained by LAW FIRM in the performance of the services required by this Agreement. LAW FIRM will destroy all paper files associated with representation of BURBANK USD four years after the matter is closed, or will, return the file to BURBANK USD.

3. TERMINATION OF SERVICES. BURBANK USD and/or LAW FIRM may terminate this Agreement with or without cause at any time by serving the other party with notification of such termination by mail, by fax, or by oral notice of termination followed by written confirmation of same served by mail.

4. INTERPRETATION. This Agreement was drafted in and will be construed in accordance with the laws of the State of California, and the exclusive venue for any action involving this Agreement will be in Los Angeles County.

5. ENTIRE AGREEMENT. This Agreement sets forth the entire understanding of the parties. There are no other understandings, terms, or other agreements expressed or implied, oral or written. This Agreement will bind and inure to the benefit of the parties to this Agreement and any subsequent successors and assigns.

6. RULES OF CONSTRUCTION. Each party had the opportunity to independently review this Agreement with legal counsel. Accordingly, this Agreement will be construed simply, as a whole, and in accordance with its fair meaning; it will not be interpreted strictly for or against either party.

7. SEVERABILITY. If any portion of this Agreement is declared by a court of competent jurisdiction to be invalid or unenforceable, then such portion will be deemed modified to the extent necessary in the opinion of the court to render such portion enforceable and, as so modified, such portion and the balance of this Agreement will continue in full force and effect.

8. AUTHORITY/MODIFICATION. The parties represent and warrant that all necessary action has been taken by the parties to authorize the undersigned to execute this Agreement and to engage in the actions described herein. This Agreement may be modified by written amendment. BURBANK USD'S Assistant Superintendent, or designee, may execute any such amendment on behalf of BURBANK USD.

9. ACCEPTANCE OF FACSIMILE SIGNATURES. The parties agree that this Agreement, agreements ancillary to this Agreement, and related documents to be entered into in connection with this Agreement, will be considered signed when the signature of a party is delivered by facsimile transmission.

Such facsimile signature will be treated in all respects as having the same effect as an original signature.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first hereinabove written.

McCUNE & HARBER, LLP	BURBANK UNIFIED SCHOOL DISTRICT
By: _____	By: _____
DANA JOHN McCUNE, ESQ.	
Dated: 2-6-24	Dated: _____

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARE BY:	Terri Ramirez-Adams, Senior Administrative Secretary
SUBMITTED BY:	Terri Ramirez-Adams, Senior Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Los Angeles County Office of Education (LACOE) Annual Maintenance Charges Contract for the BEST Advantage System 2024-2025

Background:

The Los Angeles County Office of Education (LACOE) provides financial system services to districts for the purpose of financial reporting. The BEST Advantage System meets State reporting requirements.

Discussion/Issues:

Services provided by LACOE

General Ledger (GL)
Accounts Payable (AP)
Inventory
Purchasing
1099 Reporting
Reports
System Support
Training

Various Interfaces

Accounts Payable (AP)
Budget Adjustment
Chartfield
General Ledger (GL)
Vendor
Outgoing Payment

Fiscal Impact:

FY2023-2024 System Charges $ 23,000.92

CPI % Change 2.40%
(Consumer Price Index for Los Angeles - Anaheim, in the type All Urban Consumers, from October 2022 to October 2023, as published by the California Department of Industrial Relations)

Total BEST Advantage System Charges for FY2024-2025 $ 23,552.94

Recommendation:

Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and Los Angeles County Office of Education (LACOE) for the BEST Advantage System, not to exceed $23,552.94 (01.0-00000.0-00000- 77000-5890-0000000), effective, July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD—AR 3314, as presented.

CONTRACT FOR
BEST ADVANTAGE SYSTEM
FISCAL YEAR 2024-2025

The LOS ANGELES COUNTY OFFICE OF EDUCATION, a public education agency, located at 9300 Imperial Highway, Downey, California 90242-2890, hereinafter referred to as "LACOE," and

Burbank Unified School District, #64337, hereinafter referred to as "District," mutually agree as follows:

1. BASIS OF CONTRACT

LACOE shall provide financial system services to the District in conformance with Exhibit A and Exhibit B (if applicable), attached hereto and made a part hereof.

2. TERM

This Contract is effective July 1, 2024, and shall remain in effect through June 30, 2025.

3. PAYMENT

District shall pay LACOE the costs as specified in **Exhibit A**. The total amount payable to LACOE by the District for the fiscal year (FY) 2024-2025 for **financial system maintenance services** shall be transferred quarterly by journal voucher from the District to LACOE. Notices of journal voucher transfers will be provided.

If applicable, District shall pay LACOE the costs as specified in **Exhibit B**. The total one-time amount payable to LACOE by the District for the fiscal year (FY) 2024-2025 for the **new financial system services** shall be transferred by journal voucher from the District to LACOE. Notices of journal voucher transfers will be provided.

4. ADJUSTMENT

The amount payable will be increased on an annual basis and shall generally be adjusted according to the change in the All-Urban Consumer Price Index for the Greater Los Angeles – Anaheim area, from prior-prior year October to prior year October, as published by the California Department of Industrial Relations. Additional increases, including but not limited to an increase in the subscribed usage of the financial system, or a change to the fee calculation, shall be communicated to the District prior to the change.

5. INDEMNIFICATION

District agrees to defend, indemnify, save, and hold harmless LACOE from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from oris connected with the

sole negligence or error or omission of the District. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

LACOE agrees to defend, indemnify, save, and hold harmless the District from and against any and all demands, debts, liens, claims, losses, damages, liability, costs, expenses (including, but not by way of limitation, attorney's fees and costs actually incurred, whether or not litigation has commenced), judgments or obligations, actions, or causes of action whatsoever, for or in connection with injury, damage, or loss (including, but not limited to death) to any person or property to the extent that such injury, damage or loss results from or is connected with the sole negligence or error or omission of LACOE. The provisions of this clause shall not be limited to the availability or collectability of insurance coverage.

6. AMENDMENTS

The Contract may be amended by mutual written document, signed by both of the parties.

7. INSURANCE

District and LACOE shall take out and maintain such general liability, property damage, workers' compensation and automobile insurance as is required to protect their interests.

8. INDEPENDENT CONTRACTOR

While performing its obligations under this Contract, LACOE is an independent contractor and not an officer, employee or agent of District. During the course of this agreement neither LACOE nor District shall at any time or in any manner represent that they or any of their officers, employees, or agents are employees of the other.

9. RECORD RETENTION AND INSPECTION

The District agrees that LACOE shall have access to and the right to examine, audit, excerpt, copy or transcribe any pertinent records pertaining to this Contract. All records shall be kept and maintained by the District and made available to LACOE during the entire term of this Contract and for a period not less than five (5) years.

10. CONFIDENTIALITY AND NON-DISCLOSURE

Subject to any State or Federal laws requiring disclosure (e.g., the California Public Records Act), the parties agree, during the term of this Contract and for five (5) years after termination or expiration of the Contract, to hold each other's proprietary or confidential information in strict confidence, except for any information protected under confidentiality laws which shall be held in such confidence in perpetuity. The parties agree not to provide each other's proprietary or confidential information in any form to any third party or to use each other's proprietary or confidential information for any purpose other than the implementation of and as specified in this Contract. Each party agrees to take all reasonable steps to ensure that proprietary or confidential information of either party is not disclosed or distributed by its employees, agents or consultants in violation of the provisions of this Contract.

11. MODIFICATION

The Contract shall not be modified or amended without mutual written consent of the parties. If any actual or physical deletions or changes appear on the face of the Contract, such deletions or changes shall only be effective if the initials of both contracting parties appear beside such deletion or change.

12. SEVERABILITY/WAIVER

12.1. If any provision of this Contract is determined to be illegal, unenforceable, or invalid, such act shall in no way affect the validity of any other provision in this Contract.

12.2. No waiver of any provision of this Contract shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision.

13. INTEGRATION

This Contract, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties and obligations with respect to the transaction discussed in the Contract and supersedes all prior Contracts, understandings and commitments, whether oral or written. This Contract shall not be amended in any way except as specified in the amendment section of this Contract.

14. ATTORNEY'S FEES

Should either party be required to file any legal action or claim to enforce any provision of this Contract or resolve any dispute arising under or connected to this Contract, except as set forth in the “Failure to Comply” section, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

15. GOVERNING LAW/FORUM SELECTION

This Contract is made, entered into, and executed in Los Angeles County, California, and any legal action, claim, or proceeding arising out of or connected with this Contract shall be filed in the applicable court in Los Angeles County, California. This Contract shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

16. NOTICES

Any notices to be given pursuant to this Contract shall be in writing and such notices, as well as any other document to be delivered shall be delivered by personal service or by deposit in the U.S. Mail, certified, or registered, return receipt requested, postage prepaid, and addressed to the party for whom intended as follows:

LACOE:

Los Angeles County Office of Education
Procurement Services
9300 Imperial Highway,
Downey, CA 90242-2890

District:

Mailing Address is District Office

17. TOBACCO AND MARIJUANA-FREE WORKPLACE

When at LACOE-owned or LACOE–leased buildings, both parties hereby agree to comply with the Los Angeles County Board of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco and/or marijuana products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco and/or marijuana products at any time in LACOE-owned or leased buildings, on LACOE property and in LACOE vehicles. This includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

18. ALCOHOL AND DRUG-FREE WORKPLACE

Both parties hereby certify under penalty of perjury under the laws of the State of California that District will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Los Angeles County Board of Education's Alcohol and Drug-Free Workplace Policy 4020.

19. ORDER OF PRECEDENCE

Except as specifically provided elsewhere in this Contract, conflicting, vague and/or ambiguous provisions of this Contract shall prevail in the following order of precedence: (1) the provisions in the body of this Contract, (2) the exhibits of the Contract, if any; (3) all other documents cited in this Contract or incorporated by reference.

20. ASSIGNMENT

District shall not in any manner, directly or indirectly, by operation of law or otherwise, assign, transfer or encumber this Contract or any portion hereof of any interest herein, in whole or in part, without the prior written consent of LACOE. If prior written consent is not given by LACOE to assign, transfer, or encumber this Contract, such action shall be deemed automatically void.

21. FORCE MAJEURE

In the event that performance on the part of any party hereto shall be delayed or suspended as a result of circumstances beyond the reasonable control and without the fault or negligence of said party, none of the parties shall incur any liability to the other parties as a result of such delay or suspension. Circumstances deemed to be beyond the control of the parties hereunder shall include, but not be limited to, acts of God or of the public enemy, insurrection,

acts of the federal government or any unit of state or local government in sovereign capacity, fires, floods, epidemics, pandemics, quarantine restrictions, strikes, freight embargoes or delays in transportation, to the extent that such circumstances are not caused by the party's willful or negligent acts or omissions, and to the extent that they are beyond the party's reasonable control.

22. NO THIRD PARTY OBLIGATIONS

The execution and delivery of this Contract shall not be deemed to confer any rights upon, nor obligate any parties thereto, to any person or entity other than the parties hereto.

23. PROVISIONS REQUIRED BY LAW DEEMED INSERTED

Each and every provision of law and clause required by law to be inserted in this contract shall be deemed to be inserted herein and the contract shall be read and enforced as though it were so inserted and included.

24. NON-DISCRIMINATION AND NON-SEGREGATION

During the performance of this Contract, both parties hereby agree to comply with all Federal, state and local laws respecting non-discrimination in employment and non- segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

25. CERTIFICATION REGARDING DEBARMENT, SUSPENSION OR OTHER INELIGIBILITY (Federal Executive Order 12549)

By executing this contractual instrument, District certifies to the best of its knowledge and belief that it and its principals:

25.1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or Agency;

25.2. Have not, within a three-year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction (Federal, State or Local) or contract under a public transaction; or violation of Federal or State antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

25.3. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in Section 27.2 above, of this certification;

25.4. Have not, within a three-year period preceding the execution of this contractual instrument, had one or more public transactions (Federal, State or Local) terminated for cause of default.

26. TERMINATION

In the event either party decides not to renew this Contract at the end of its term, a written Notice of Termination shall be given to the other party by no later than January 1, 2025, of the contract year.

27. COVENANT AGAINST CONTINGENT FEES

District warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon a Contract or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide established commercial or selling agencies retained by District for the purpose of securing business. For breach or violation of this warranty, LACOE shall have the right to immediate termination of this Contract and, at its sole discretion, deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or commission fee.

28. FAILURE TO COMPLY

In the event District fails to perform in accordance with the indemnification or insurance requirement clauses of this Contract, makes inaccurate certifications as a part of this contract or contracting process, or otherwise breaches any other clause of this Contract, LACOE, the Los Angeles County Board of Education and the individuals thereof, and all officers, agents, employees, representatives, and volunteers shall be entitled to recover all legal fees, costs, and other expenses incident to securing performance or incurred as a consequence of nonperformance

29. COMPLIANCE WITH LAW

District shall comply with all applicable federal, state, and local laws, statutes, ordinances, rules, regulations, policies, and procedures in performing under this Contract. District warrants that it has all licenses, permits, certificates and credentials required by law to perform the work specified under this Contract and shall, upon request by LACOE, provide evidence of same.

30. INCORPORATION BY REFERENCE

Any exhibits referenced herein shall be incorporated and made a part of this Contract.

31. LACOE BUDGET/GRANT FUNDS CONTINGENCY

If any portion(s) of LACOE's budget affecting the contractual execution of this agreement does not appropriate sufficient funds for the contracted services or if grant funds related to these contracted services are not available for any reason whatsoever, this agreement shall be of no further force and effect. In this event, LACOE shall have no liability to provide services to District under this agreement, and the District shall not be obligated to make payment for services that are not rendered.

In such instances, particularly when partial funding remains available, LACOE shall have the option to either terminate this agreement with no liability occurring to LACOE, or LACOE may offer an amendment to this agreement to reflect the reduced availability of funds.

32. EXECUTION REQUIREMENTS

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission/signature; and/or other commonly accepted, widely used commercially acceptable signature methods. This instrument may be executed in counterparts by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy. The Parties represent and warrant that those persons signing this Agreement are authorized to execute this Agreement.

LOS ANGELES COUNTY OFFICE OF EDUCATION

By _____
Karen Kimmel
Chief Financial Officer

Date _____

lm 05-15-24
Report

School Dist.: Burbank Unified School District, #64337, Contract # C-24081

By _____

Andrew Cantwell
Typed or Printed Name

Title Assistant Superintendent, Admin Services

Date June 7, 2024

Date Approved
by Board, if Required June 6, 2024

Contact Person Mariam Abdelhamid

Title Director, Fiscal Services

Phone # (818) 729-4450

Email: MariamAbdelhamid@burbankusd.org

Return the original signed copy to:

Adebayo Onanuga, ABD/LACOE
9300 Imperial Highway, ECW, Room 165
Downey, CA 90242-2890

Los Angeles County Office of Education
Accounting and Budget Development, ECW #165
9300 Imperial Highway, Downey, CA 90242

CONTRACT FOR BEST ADVANTAGE SYSTEM MAINTENANCE SERVICES AND SUPPORT
Fiscal Year 2024-2025
EXHIBIT A

District Name: Burbank Unified School District
District Number: 64337

FY2023-2024 System Charges	$ 23000.92
CPI % Change (Consumer Price Index for Los Angeles - Anaheim, in the type All Urban Consumers, from October 2022 to October 2023, as published by the California Department of Industrial Relations)	2.40%
Total BEST Advantage System Maintenance Service and Support Charges for FY2024-2025	**$ 23552.94**

NOTE: All online reports are available at no charge

Los Angeles County Office of Education
Accounting and Budget Development, ECW #165
9300 Imperial Highway, Downey, CA 90242

CONTRACT FOR BEST ADVANTAGE SYSTEM
NEW SERVICES (ONE-TIME COST, IF APPLICABLE)
Fiscal Year 2024-2025
EXHIBIT B

District Name: Burbank Unified School District
District Number: 64337

If applicable, the total one-time amount payable to LACOE by the District for the fiscal year (FY) 2024-25 for implementation charges for new financial system services:

Micro/Small/Medium ADA up to 7,300 (count = 42, average ADA 3,781)	FY2023-24 FIN Implementation Charges		**FY2024-25 FIN Implementation Charges with CPI**
Module	**Amount**	**CPI % Change***	**FY2024-25 Charges**
Fixed Assets	$ 5,735.10	2.40%	**$ 5,872.74**
Accounts Receivable	$ 6,600.78	2.40%	**$ 6,759.20**
Procurement:			
Purchase Orders only	$ 10,820.95	2.40%	**$ 11,080.65**
Requisition only	$ 7,033.62	2.40%	**$ 7,202.43**
Purchase Orders & Requisition	$ 17,854.57	2.40%	**$ 18,283.08**
Inventory	$ 14,608.28	2.40%	**$ 14,958.88**

Los Angeles County Office of Education
Accounting and Budget Development, ECW #165
9300 Imperial Highway, Downey, CA 90242

CONTRACT FOR BEST ADVANTAGE SYSTEM
NEW SERVICES (ONE-TIME COST, IF APPLICABLE)
Fiscal Year 2024-2025
EXHIBIT B (continued)

Large - ADA up to 30,000 (count = 40, average ADA 14,045) **Excludes LBUSD and LAUSD	FY2023-24 FIN Implementation Charges		**FY2024-25 FIN Implementation Charges with CPI**
Module	**Amount**	**CPI % Change***	**FY2024-25 Charges**
Fixed Assets	$ 8,656.76	2.40%	**$ 8,864.52**
Accounts Receivable	$ 6,600.78	2.40%	**$ 6,759.20**
Procurement:			
Purchase Orders only	$ 16,231.43	2.40%	**$ 16,620.98**
Requisition only	$ 9,738.86	2.40%	**$ 9,972.59**
Purchase Orders & Requisition	$ 25,970.28	2.40%	**$ 26,593.57**
Inventory	$ 21,100.85	2.40%	**$ 21,607.27**

*Consumer Price Index for Los Angeles - Anaheim, in the type All Urban Consumers, from October 2022 to October 2023, as published by the California Department of Industrial Relations

**LBUSD and LAUSD will be a separate discussion to determine cost when the need arises due to their sizes and complexity

If other one-time or specific financial system services are needed beyond those mentioned above, the District shall discuss their needs with LACOE's Division of School Financial Services to determine the cost to be charged.

By _____
(Signature)

_____
(Print/Type Name)

Title _____

Date _____

Burbank Unified School District
Instructional Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Educational Services
PREPARED BY:	Peter Knapik, Assistant Superintendent, Educational Services
SUBMITTED BY:	Laura Erisman, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Experiential Learning Program Agreement between Burbank Adult School and Walgreen Co.

Background

The Burbank Adult School (BAS), as part of its Career and Technical Education (CTE) training in the health, science and medical technology field, offers Clinical Medical Assistant, Pharmacy Technician, and Pre-Certified Nursing Assistant training courses. Enrollment in these courses has remained strong for the past three years and demand for skilled workers in these areas remains high in the region according to labor market data. In order for the training programs to continue to be viable to students' and employers' employment needs, BAS seeks to provide opportunities for students to receive suitable clinical experiences aligned to course training objectives and State CTE standards.

District-wide Goals for 2022-2023:

1.3 Increase student opportunities for achievement and success in Career Technical Education (CTE) classes / programs.

Discussion/Issues

The agreement creates opportunities for valuable pharmacy technician training (i.e., externship) experiences for students who have completed or are completing the classroom training portions of the BAS Pharmacy Technician Assistant program. The externship is a critical part of the transition from being a student to becoming a qualified medical assistant. It is the student's chance to put everything that was taught in the classroom to practical use in a real medical facility environment. As part of the agreement, students will be evaluated by qualified hospital personnel and will be given a final evaluation when clinical hours have been successfully completed.

Fiscal Implications

None.

Recommendations

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District/Burbank Adult School, and Walgreens Co., to provide experiential learning program experience, effectivel June 7, 2024, through June 6, 2027, and that the authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

WALGREENS EXPERIENTIAL LEARNING PROGRAM AGREEMENT
(Non-Pharmacist)*

This Experiential Learning Program Agreement (the "**Agreement**") has been entered into as of the **7** day of June, **2024** (the "**Effective Date**") by and between Walgreen Co., an Illinois corporation, on behalf of itself and its domestic subsidiaries, with its principal place of business at 104 Wilmot Road, Deerfield, Illinois 60015 ("**Walgreen**") and the following "**Organization**:"

[Name of Organization governing entity] **Burbank Adult School/BUSD**,

a **Public** / ~~Private~~ School of [State] **CA**,
(circle one) *(type: e.g. university, college, school, educational corporation)*

with primary school/campus/office at **3811 W. Allan Ave, Burbank, CA 91505**,
(address with street, city, state, zip code)

and such additional schools/campuses as listed in Exhibit A, attached and incorporated herein.

WHEREAS, the Organization has established a curriculum or program to train its students, trainees, or clients to be pharmacy technicians or workers in other trades, skills, or qualifications, and

WHEREAS, Walgreen operates retail drug stores and other retail business facilities which employ pharmacy technicians and other skilled workers (each, a "**Location**"), and

WHEREAS, the parties agree that the development of a program (the "Program") whereby certain of the Organization's students, trainees, or clients (each, a "**Participant**") can obtain practical experience and learning in a retail, business, or pharmacy setting related to pharmacy and wellness services would benefit the Participant, the Organization, and the industry with Walgreen and similarly situated businesses, all of which will ultimately provide improved pharmacy and wellness related services to the community;

NOW THEREFORE, in consideration of the mutual benefits accruing to the parties under this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, it is agreed as follows.

1. THE PROGRAM

The parties will design the Program to allow Participants to obtain practical experience in a Location in accordance with Walgreen's Experiential Guidelines and such other applicable trade associated guidelines on practice experiences (collectively hereinafter referred to as the "**Program**"). The Program will be designed to provide practical experience in accordance with applicable federal and state law and Program objectives as agreed upon by the parties, which shall be (a) similar to training in a vocational school, (b) for the benefit of the Participants as part of a learning experience, (c) without displacing regular employees, but acting under close personal supervision, (d) without immediate advantage to Walgreen from activities of Participants, (e) without guarantee of employment at conclusion of Participant's training period, and (f) with understanding by Organization, Walgreen, and Participants that the Participants are not entitled to wages or other compensation for the time of participation in the Program. Each Participant's participation in the program will be as agreed upon by the parties with respect to the Location, program period, number and schedule of hours. Use of the term "faculty" is intended to reference an educator, trainer, teacher, or other academic role. Use of the term employee is intended to include faculty, employees, staff, contractors, agents, and representatives of an entity.

* This form is for pharmacy technician and other non-pharmacist training programs, including general corporate, retail, and operational training programs. This form is NOT to be used for pharmacists, nurse practitioners, physician assistants, or other medical professional clinical programs.

2. TERM; TERMINATION

This Agreement will commence on the Effective Date and shall continue for a period of three (3) years (the "**Term**"). Notwithstanding the foregoing, at any time during the Term, either party may terminate this Agreement upon written notice to the other, such termination to be effective at the conclusion of the current academic semester, trimester or quarter, as applicable for the Organization.

3. WALGREEN RESPONSIBILITIES

3.1. **Supervision**. Walgreen will provide reasonable supervision and feedback to each Participant and to the Organization, including verifying in writing all hours and dates attended by a Participant. Walgreen will promptly report to the Organization the unsatisfactory progress (including without limitation unexcused absences) of any Participant. Walgreen will meet with designated faculty of the Organization as necessary to discuss and evaluate the Program, guidelines, and such other applicable matters with the Program.

3.2. **Equipment**. Walgreen will make available all required equipment, systems and supplies at the Location, including providing each Participant with sufficient orientation to the equipment and systems at the Location to enable the Participant to perform any tasks assigned.

3.3. **Capacity**. Walgreen will notify the Organization as to the number of Participants it can accommodate for an academic period.

3.4. **Staffing**. Walgreen will maintain at least its normal staffing levels while Participants are present at a Location. In no event will a Participant be expected or allowed to perform services in lieu of staff employees or otherwise displace regular employees.

4. ORGANIZATION RESPONSIBILITIES

4.1. **Program Coordinator**. The Organization will appoint one (1) faculty member to serve as the primary educational coordinator for the Program (the "**Coordinator**"). The Coordinator will be responsible for the overall management of each Participant's educational experience while participating in the Program. Either the Coordinator or another faculty or staff member will be on call at all times while Participants are present at any Location in connection with the Program.

4.2. **Permits**. The Organization shall maintain, at all times during the Term, accreditation as an educational institution; all licenses and permits necessary to the Program (including without limitation, an application for the applicable pharmacy technician's license for each Participant, if required by state or local law); and full and unrestricted accreditation of the Program from the applicable accrediting organization as agreed by the parties. The Organization shall promptly notify Walgreen of any adverse change in its accreditation or licensing status.

4.3. **Qualification of Participants**. The Organization shall ensure, through qualified faculty and curriculum, that each Participant is adequately prepared to benefit from his or her placement in the Program, including both classroom and laboratory instruction. A candidate's preparedness shall be measured by (i) academic performance indicating an ability to understand what the Participant will observe and perform while participating in the Program, (ii) an appreciation of the nature and gravity of the work Participant will observe and perform, and (iii) the candidate's deportment and conduct as appropriate for the setting.

4.4. **Background Testing and Exclusions Screening.** The Organization will be primarily responsible for selecting each Participant who is to participate in the Program. Where required by applicable law, the Organization will verify that each Participant (a) has a current PPD skin test, a rubella titer, documentation of two live measles vaccines, varicella titer, and Hepatitis B vaccine (or a signed waiver stating the Participant has elected not to initiate the Hepatitis vaccine); (b) has completed OSHA training for blood-borne pathogens; and (c) has obtained any required certifications to allow the Participant to provide education and counseling for the advanced pharmacy practice experiences and where permissible by law.

The Organization will conduct a criminal background check for each Participant, including obtaining, as applicable, information from Federal, State (including the Participant's state of residence if different from the state in which the Organization is located) and local governmental sources. All background checks shall be conducted in a manner that is consistent with the requirements of the Fair Credit Reporting Act and any applicable state laws and shall include, at a minimum, the following checks: (1) Social Security Number (SSN) verification and validation; (2) name and address history; (3) National Criminal Database; (4) County Felony and Misdemeanor (for minimum of 7-year residence history); (5) National Sexual Offender Registry Search; and (6) OIG Exclusion List Check. If the Organization becomes aware of any criminal, background and drug issues with any Participant in the Program, the Organization must inform Walgreens immediately. If any Participant's background check reveals a prior criminal record or any other negative material, the Organization and Walgreens will jointly evaluate whether such Participant should remain a candidate for the Program. Walgreens may audit the Organization's background check process and background check records of Participants placed in the Program. Also, and in accordance with Walgreens Policies and Procedures, if a Participant is placed at a Walgreens location and the location is part of a random drug test, the Participant will also be tested.

4.5. The Organization will regularly check the OIG Excluded Individuals and Entities Database to verify that each Participant has not been excluded from participation in any Federally funded healthcare programs. Should such Participant become excluded; Walgreens must be immediately notified in writing and Walgreen shall have the right to require Organization to remove such Participant from Walgreens

4.6. **Preparation and Training**. The Organization will (a) be primarily responsible for the Participants' learning experiences and provide faculty sufficient to effectively implement the Experiential Learning Program; (b) provide the Participants with objective guidelines and contact information to the supervisors working with the Program; (c) Furnish Walgreen with a schedule of dates and hours for practical experience, as well as a list of names and contact information of participating Participants and faculty; and (d) coordinate with Walgreen personnel for preparation and evaluation of the Program.

4.7. **Compliance**. The Organization will instruct all of its Participants assigned to Walgreen with regard to compliance with all of its rules, regulations, policies, and procedures, including but not limited to those relating to the treatment of confidential information of Walgreen and its customers, as well as the responsibility and authority of Walgreen's personnel over patient care and administration. Organization shall instruct all of its Participants regarding that proper attire must be worn at all times in the Location. Prior to the commencement of participation in the Program, the Organization will also ensure that all Participants and faculty members involved in the Program become familiar with and adhere to all applicable requirements of HIPAA (as defined below) as well as Walgreen's standards, procedures and code of ethics.

4.8. **Access**. The Organization, its faculty, employees, and Participants shall respect and comply with any and all restrictions and requirements related to access to a Location, facility, area, system, record, data, information, equipment, product, or material of Walgreen, its employees, customers, patients, vendors, or contractors, as directed by Walgreen. The Organization agrees that Walgreen, in its sole discretion, may limit, restrict, terminate, or otherwise deny access by the Organization and its Participants, faculty, and employees at any time and upon immediate notice in any manner.

5. PARTICIPANT RESPONSIBILITIES

At all times while participating in the Program at a Location, all Participants shall adhere to Walgreen's workplace policies, rules and regulations, including those relating to the use of alcohol and other drugs, weapons, dress code, timeliness, patient privacy, confidentiality, and professional conduct; maintain good standing at the Organization, including maintaining a grade point average of 2.0 or higher; and maintain accurate, daily log sheets of all experiential hours.

6. INSURANCE

6.1. **Participant Health Insurance**. The Organization acknowledges that the Participant is not an employee of Walgreen, is not covered under Walgreen's health, dental, vision, or other medical insurance or benefits ("**Health Insurance**"), and Walgreen has no legal obligation to provide Health Insurance to the Participant.

6.2. **Organization Liability Insurance Requirements**. The Organization shall procure and maintain during the Term of this Agreement, at no cost or expense to Walgreen, insurance with the following coverage for the Organization, its faculty and Participants: (a) general liability policy in the amount of One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in the aggregate per year, and (b) professional liability in the minimum amount of One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in the aggregate per year. Such policy shall specify that the liability coverage with regard to Walgreen under this Agreement is primary and non-contributing. A certificate of such insurance shall be provided to Walgreen within ten (10) days after execution of this Agreement and annually thereafter on the anniversary of the Effective Date.

7. INDEMNIFICATION

7.1. **Indemnity by Organization**. To the fullest extent allowed by law, the Organization shall, during the term of this Agreement, indemnify and hold Walgreen and its employees, agents, directors, officers and affiliated corporations and their respective officers, directors and employees harmless from all legal liability, injury or damage, including reasonable attorney's fees, costs and expenses for injuries, public liabilities, and property damage arising out of the negligent acts of any Participant or Organization employees in connection with the Program; provided however, that the Organization will not indemnify or hold Walgreen harmless for any claims or damages arising from the negligence or willful misconduct of Walgreen. This indemnification provision shall survive the termination of this Agreement for acts that arose while this Agreement was in effect.

7.2. **Indemnity by Walgreen**. To the fullest extent allowed by law, Walgreen shall, during the term of this Agreement, indemnify and hold the Organization and its employees, agents, directors, officers and affiliated corporations and their respective officers, directors and employees harmless from all legal liability, injury or damage, including reasonable attorney's fees, costs and expenses for injuries, public liabilities, and property damage arising out of the negligent acts of Walgreen in connection with the Program; provided however, that Walgreen will not indemnify or hold the Organization harmless for any claims or damages arising from the negligence or willful misconduct of the Organization or any Participant or resulting from the failure of the Organization or any Participant to adhere to the Program and all applicable guidelines described in Paragraph 1 above. This indemnification provision shall survive the termination of this Agreement for acts that arose while this Agreement was in effect.

7.3. **Negligence**. Each party shall be responsible for its own wrongful or negligent acts or omissions or those of its officers, agents, or employees to the full extent allowed by law.

8. CONFIDENTIALITY

8.1. **Definition**. Each party may be given access to the other party's confidential and proprietary information. "**Confidential Information**" shall mean material or information proprietary to either party or designated as Confidential Information by such party and not generally known by third parties. Confidential Information includes, but is not limited to, the following types of information and other information of a similar nature (whether or not reduced to writing): the existence and terms of this Agreement; Protected Health Information (as defined below), patient, customer, employee and student records, including names, addresses, telephone numbers, and other information related to patients, customers, employees, and students; marketing techniques and materials; marketing and development plans and procedures; financial information; proprietary Walgreen information; and proprietary Program design elements.

8.2. **Duty to Protect**. Each party will protect the other party's Confidential Information and will not disclose Confidential Information other than as permitted or required by the Agreement or as required by law. Any disclosures shall be to persons only as needs to be known with such persons being apprised of the confidentiality obligations and willing to comply with the terms of this Agreement.

8.3. **Exclusions**. Confidential Information will not include information which: (a) is or becomes available to the general public through no fault of the party receiving the Confidential Information (the "**Recipient**"); (b) is independently developed by the Recipient as evidenced by Recipient's own records; (c) is rightfully received by the Recipient from a third party without a duty of confidentiality; or (d) is required to be disclosed by court order or as required by law. Before disclosing any Confidential Information under a court order or as required by law, the Recipient shall provide the other party (the "**Injured Party**") reasonable notice and the opportunity to object to or limit such disclosure. In addition to any other rights or remedies available to it at law, in equity, or pursuant to this Agreement (including without limitation the right to terminate the Agreement), the Injured Party shall be entitled to injunctive relief to enforce the terms of this Agreement because the Injured Party may suffer irreparable harm in the event that the Recipient fails to comply with the terms of this Agreement and monetary damages may be inadequate to compensate for such breach.

8.4. **HIPAA Compliance**. Without limiting the foregoing, the Organization shall take all steps reasonably necessary to maintain strict compliance with the requirements of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320(d) et seq. and regulations promulgated thereunder ("**HIPAA**"). The Program may involve the Participant's exposure to of use of Walgreen Protected Health Information ("**Protected Health Information**"), which shall mean any information created or received by Walgreen, whether oral or recorded in any form or medium: (i) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual. The Organization acknowledges and agrees that all patient records of Walgreen shall be and remain the property of and in the custody of Walgreen, and instruct Participants to comply with Walgreen's policies, restrictions, and requirements to protect the confidentiality of patient records and Protected Health Information. The Participants, the Organization, and its faculty and students will not retain or maintain any Protected Health Information outside of the Location during the Term, and may not retain or have access to Protected Health Information or any patient record of any Walgreen patient under this Agreement after participation in the Program.

8.5. **Survival**. The rights and obligations of this Article shall survive the expiration or sooner termination of this Agreement.

9. PROGRAM PRACTICES

9.1. **Recordkeeping**. Each party's respective educational, employment, healthcare and record keeping practices shall conform to all federal, state and local statutes, ordinances, and rules and regulations. The Organization agrees that it shall accept Participants for placement without regard to race, sex, creed, religion, color, national origin, age, marital status, height, weight, veteran status, disabilities, or other such factors as set forth in accordance with federal, state, and local laws and ordinances. Walgreen will accept Participants into the Program without regard to race, sex, creed, religion, color, national origin, age, marital status, height, weight, veteran status, disabilities, or other such factors as set forth in accordance with federal, state, and local laws and ordinances. Upon reasonable request, each party shall provide the other with any information or certificates which may be required to prove compliance with such statutes, ordinances, and rules and regulations or for licensure, accreditation, and quality assurance purposes.

9.2. **Termination of Participants**. Walgreen shall have the right to terminate, at any time, with or without notice, and in its sole discretion, the training of any Participant whose conduct is unsatisfactory or whose characteristics and activities are detrimental to Walgreen's business or Walgreen's responsibility to provide quality health care. Termination of a Participant must be followed with a written

communication to the Coordinator, including a statement of facts describing the Participant's unacceptable conduct that resulted in such termination.

9.3. **No Guaranteed Offer**. Walgreen does not guarantee an offer of employment to any Participant in connection with the Program.

9.4. **No Compensation**. The parties understand and agree that neither party, nor any Participant, will be entitled to compensation hereunder for its participation in the Program. No Participant will be considered an employee of either the Organization or Walgreen as a result of participation in the Program, and neither the Organization nor Walgreen will be responsible for Worker's Compensation coverage with respect to any Participant.

10. MISCELLANEOUS

10.1. **Force Majeure**. Neither party shall be responsible for any failure to perform or delay in performing any of its obligations under this Agreement where and to the extent that such failure or delay results from causes outside the reasonable control of the party. Such causes shall include, without limitation, Acts of God or of the public enemy, acts of the government in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, freight embargoes, civil commotion, or the like. Notwithstanding the above, strikes and labor disputes shall not constitute an excusable delay for either party under this Agreement. The Agreement may be terminated without penalty by the party whose performance has not been affected if non-performance continues for more than thirty (30) days.

10.2. **Headings, Counterparts**. Headings used in this Agreement are for reference purposes only and shall not be used to modify the meaning of the terms and conditions of this Agreement. This Agreement may be executed in two or more counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

10.3. **Severability**. If any provision contained in this Agreement is held invalid, illegal, or unenforceable, then this Agreement will be construed as if such provision had never been contained herein.

10.4. **Compliance with Laws**. The parties will comply with all applicable laws, ordinances, rules, and regulations governing their respective duties or responsibilities under this Agreement.

10.5. **Independent Contractor**. The parties hereto are independent contractors and have no authority to act for the other party except as expressly provided in this Agreement. Nothing herein shall be deemed to create any association, partnership, joint venture or agency relationship between the Organization and Walgreen. This Agreement shall not be construed under any circumstance to confer any rights or privileges on any third parties, and neither Walgreen nor the Organization shall be under any obligation to any third party by reason of this Agreement or any term thereof.

10.6. **Publicity**. Neither party will use the name(s), trademark(s) or trade name(s), whether registered or not, of the other party in publicity or press releases or advertising or in any manner, including customer lists, without that party's prior written consent. Consent of Walgreen shall not be valid unless obtained from Walgreen's corporate Vice President or Divisional Vice President of Corporate Communications.

10.7. **Conduct**. At all times while present at a Location, the Organization and its employees and students (including the Participants) will comply with all applicable Walgreen policies including without limitation: (i) no smoking; (ii) drug-free environment; (iii) dress code; (iv) non-harassment; (v) all safety and security policies (including a prohibition against weapons), (vi) computer security and use policies; (vii) HIPAA compliance; and (viii) code of conduct.

10.8. **Non-Assignment**. Neither party may assign or subcontract its duties or responsibilities under this Agreement without the prior written approval of the other party.

10.9. **Non-Waiver**. No waiver of any breach of any provision of this Agreement shall constitute a waiver of any prior, concurrent, or subsequent breach of such provision or any other provisions hereof and no waiver shall be effective unless made in writing.

10.10. **Notices**. All notices under this Agreement (excluding routine communications) shall be personally delivered or sent by express, certified or registered mail, return receipt requested, to:

Organization

_____
_____
_____
_____

Walgreen

Walgreen Co.
104 Wilmot Road, MS #2107
Deerfield, Illinois 60015
Attn.: Sr. Director, Talent Acquisition

With a copy to:

Walgreen Co.
104 Wilmot Road, M.S. #1434
Deerfield, Illinois 60015
Attn.: Commercial Legal Services

Notices shall be deemed given upon receipt or refusal to accept delivery.

10.11. **Entire Agreement**. This Agreement, together with all exhibits attached hereto, represents the entire agreement and understanding between the parties with respect to the subject matter hereof, and supersedes any other agreement or understanding, written or oral, that the parties hereto may have had with respect thereto. No statements, representations, promises or inducements with respect to the subject matter by either party or by any agent or representative of either party which is not contained in this Agreement shall be valid or binding between the parties. No provision of this Agreement may be modified, waived or amended except by a written instrument duly executed by authorized representatives of each of the parties hereto. Any such modifications, waivers or amendments shall not require additional consideration to be effective.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed to be effective as of the date first above written and do each hereby warrant and represent that its respective signatory who has signed this Agreement below is on the date of this Agreement duly authorized by all necessary and appropriate corporate action to execute this Agreement.

[ORGANIZATION]

By: _____

Name: _____

Title: _____

Date: _____

WALGREEN CO.

By: _____

Name: Chrissy Holmer

Title: Senior Director Talent Acquisition

Date: _____

APPROVED BY DEPARTMENT	
CONTRACTS LEGAL	BY:
TALENT ACQUISITION & DIVERSITY SERVICES	BY:
	BY:

EXHIBIT A

List of schools, colleges, campuses, locations, and divisions of Organization covered under the Agreement for participants from the Organization. Each should be listed with applicable details for name, address, primary contact with contact information, and such other relevant details for Program.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Master Contract Renewal for Nonpublic, Nonsectarian Schools and Agencies

Background:

The Special Education Department requests the following master blanket purchase order be approved by the Board of Education to cover the Nonpublic Schools (NPS) and Nonpublic Agencies (NPA) listed below.

Discussion/Issues:

The attachment is a list of SELPA approved Master Contracts for special education services to be provided by Nonpublic Schools (NPS's) and Nonpublic Agencies (NPA's).

In order to expedite payments to Nonpublic Schools (NPS)/Nonpublic Agencies (NPA), it was decided that it would be more efficient to create a blanket purchase order to cover expenses for a one-year period rather than bringing individual requests to every Board meeting for specific schools and students.

The implementation of this procedure will not diminish the District's internal accounting controls. Each invoice will undergo the same audit procedure which verifies attendance and billing rates, and require the same documentation in order to issue payment to the NPS/NPA. The required documentation includes a master contract with the NPS/NPA, an ISA approving detailed services to each student, and an audited and authorized invoice.

The District has agreements for special education services to be provided by the attached list of Nonpublic Schools (NPS)/Nonpublic Agencies (NPA) for the months of July 2024 through June 2025.

Fiscal Impact:

Estimated costs for the attached list of NPS/NPA for July 2024 through June 2025: $6,500,000.00

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the Master Contracts and service agreements for special education students, to be provided by the indicated nonpublic, nonsectarian schools and agencies (01.0-65000.0-57601-11800-5810-7440000, 01.0-65460.0-57601-11800-5810-7440000, 01.0-65000.0-57601-11804-5810-7440000, 01.0-33270.0-57601-11800-5810-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the contracts be exercised pursuant to BUSD-AR 3314, as presented.

Name	MC #
Academy for the Advancement of Children with Autism	PS002
Autism Spectrum Therapies	PS003
Valley High School & Learning Center DBA Dubnoff School	PS004
Villa Esperanza Services	PS007
HELP Group	PS013
Institute for the Redesign of Learning DBA Almansor Center/Westmoreland Academy	PS021
Hillside School and Learning Center	PS029
Hathaway-Sycamores	PS030
Oak Grove Center - Jack Weaver School	PS036
Glendale Adventist Medical Center/Pediatric Therapy Center	PS053
Center for Developing Kids	PS060
Heritage Schools, Inc.	PS070
Hillsides Education Center	PS088
Lehrhoff and Associates, Inc.	PS100
Speech, Language and Education Associates	PS104
Institute for Applied Behavior Analysis	PS111
Verdugo Hills Autism Project	PS112
Holding Hands Pediatric Therapy & Diagnostics	PS120
Lovaas Institute for Early Intervention	PS165
Staff Assistance, Inc.	PS195
The Speech Pathology Group, Inc. dba Child Counseling & Behavior Therapy Clinic	PS199
Pioneer Healthcare Services	PS200
Center for Vision Development Optometry, Inc.	PS201
Marianne Frostig Center of Educational Therapy (Frostig School)	PS202
Northpoint School - Child & Family Guidance Center	PS203
Speech and Language Development Center	PS204
Center for Autism and Related Disorders - Woodland	PS206
Copper Hills Youth Center	PS208
Behavioral Education for Children with Autism, LLC	PS209
Elliott Institute	PS210
Autism Behavior Intervention, Inc.	PS211
Pristine Rehab Care	PS212
Sunbelt Staffing, LLC	PS213
Center for Autism Spectrum Treatment, Inc.	PS215
Professional Tutors of America, Inc.	PS216
Invo HealthCare Associates, LLC	PS217
Behavioral Learning Center, Inc.	PS218
Devereux Cleo Wallace	PS219
Sollant Health	PS220
360 Degree Customer Inc.	PS221
New Mediscan II, LLC dba Cross Country Education	PS222
Rosemary Johnson & Associates Clinic, Inc.	PS223
Point Quest Pediatric Therapies, LLC	PS224
Haynes Family of Programs - S.T.A.R. Academy	PS226
Heartspring School	PS227
Logan River Academy, LLC	PS228
Behavior and Education, Inc.	PS229
Maxim Healthcare Services	PS230
Bayes Achievement Center, Inc.	PS232
The Stepping Stones Group LLC	PS233
Therapy In Action	PS234
Total Education Solutions	PS236
Working With Autism, Inc.	PS237
3 Chords, Inc. dba: Therapy Travelers	PS238
McRory Pediatric Services, Inc.	PS239
~~Re-Health Services~~	PS240
Provo Canyon School, Inc.	PS241
EdTheory	PS242
Speechcom, Inc.	PS243
Protocol Agency	PS244
Maya Borna Inc., dba Therapy Lounge Center	PS246
B.I.G. Solutions,LLC	PS247
Therapy Staff, LLC	PS249
Devereux Advanced Behavioral Health Georgia	PS250
~~Educational Based Services (EBS Healthcare)~~	~~PS251~~
Communications Solutions	PS253
The Speech Pathology Group, Inc. dba SPG Therapy & Education-Walnut Creek	PS254
Lakemary School	PS255
California Pyschcare, Inc.	PS256

Inclusive Education & Community Partnership	PS257
Devereux Texas Treatment Network	PS259
Genesis Group	PS260
In Touch Behavioral Group	PS261
Solstice RTC / Fernwood Academy	PS262
Positive Development of California	PS263
New Directions Solutions, LLC (ProCare)	PS264
AMN Allied Services, LLC	PS265
LA Speech Pathology Services, Inc.	PS266
ICAN-B	PS267
Sunny Kids Therapy, Inc.	PS268
Quest Therapy Group	PS269
Nurturing Nests Therapy Center	PS270
Learning and Behavioral Center, LLC	PS271
Discovery Ranch	PS272
Casa Pacifica	PS273
CALO	PS274
STAR of CA	PS275
Echo Horizon	PS276
Partners in Special Education	PS277
Maxim Healthcare Services Inc. Homecare	PS278
Atlas Behavior Services	PS279
Window LLC	PS280
Telos Academy Center Compus	PS281
Cornerstone Educatinal Solutions	PS282
Forward Behavior & Play	PS283
Comprehensive Therapy Associates	PS284
Covelo Group	PS285
Aequor Healthcare SErvices	PS286
Ascend Rehab Services	PS287
Behavioral Intervention Specialists of LA, LLC	PS288
Tiny Hands Therapy	PS289
~~Promise ABA LLC~~	~~PS290~~
Speech Improvement Center	PS291
VocoVision LLC aka Blazerworks	PS292
Aya Healthcare, Inc.	PS293
WayPoint Academy	PS294
RCM Health Care Services	PS295
Zen Educate	PS296
Hear Now dba Abramson Audiology	PS297

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve an agreement for professional services to hire an outside agency to provide consultative services and Credentialed Teachers.

District-Wide Goals for 2022-2023:
3 Recruit and retain highly qualified employees.

Discussion/Issues:

Through a mutual agreement, the Consultants shall perform duties associated with special education administrative consulting, program development, training/professional development, and providing credential teachers. Consultants will provide feedback and status information to department heads and Superintendent, as requested.

Fiscal Impact:

Not to exceed $50,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and SpedEx Consulting, to provide consultative services and Credentialed Teachers, not to exceed $50,000 (01.0-65000.0-57602-11900-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPECIAL EDUCATION SERVICES

This document is an agreement between SpedEx Consulting, LLC (hereinafter referred to as the "Consultant") and the Burbank Unified School District (hereinafter referred to as "BUSD").

GENERAL INFORMATION

Statement of Work:

Consultant shall provide services upon request of the district Department of Special Education. These services may include but shall not be limited to staff/program consultation, project development, psychoeducational assessments, academic assessments, and IEP meeting participation during the 2024-25 school year

Scope of Work:

Through mutual agreement, the Consultant, or a member of the Consultant's team shall perform duties, as requested by the Special Education Director.

The Consultant and the Consultant's team member(s) shall be qualified, experienced, and competent within the scope of requested services.

SCHEDULE

The Consultant will collaborate with BUSD staff regarding the scheduling of any agreed upon services to be provided.

IMDEMNIFICATION

Each party agrees to indemnify, hold harmless, defend, and protect the other party from and against all related lawsuits and costs of every kind pertaining to BUSD and the Consultant businesses including reasonable legal fees due to any act or failure to act by BUSD based upon the recommendations provided by the Consultant.

CHANGES TO STATEMENT OF WORK

Any changes or additions to this statement of work shall be authorized by the BUSD, along with approval and the memorialization of terms through signed written documentation between the BUSD and the Consultant.

CONFIDENTIALITY AND NONDISCLOSURE

It is agreed that the Consultant and the member(s) of the Consultant's team shall not discuss any information regarding any student or students' family other than with the appropriate BUSD staff.

COMPENSATION FOR SERVICES

Consultation Rate	$125./hour, or fraction thereof
Psychoeducational Assessment	$1200/assessment
Academic Assessments	$400/assessment
IEP Team Meeting Participation	$90/hour, or fraction thereof

Invoices will be submitted monthly for services provided.
Fees are payable within 30 days upon the receipt of each invoice.

Each of the Parties has executed this Consulting Agreement, both Parties by its duly authorized individual as of the day and year set forth below.

SpedEx Consulting, LLC

_____ _____
Consultant Date

Burbank Unified School District

_____ _____
Authorized District Representative Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Ratification of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to ratify an agreement for professional services to provide a speech and language IEE for special education student 960022536, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents whose IEPs require such services. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services.

Fiscal Impact:

Not to exceed $3,500.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Karen Lynn Epport, Ph.D., to provide a psychoeducational and speech and language IEE, not to exceed $3,500 (01.0-65000.0-57602-11900-5850-744000) for special education student 960022536, effective May 14, 2024 through December 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

RATIFIED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 14th day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Karen Lynn Epport hereinafter referred to as "Consultant."

Payee's Name: Karen Lynn Epport Daytime Phone Number: 310-503-7880

Mailing Address: 7933 Flight Place, Los Angeles, CA 90045 Email Address: karenepportphd@gmail.com

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate not to exceed $3,500 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: 05/14/2024 and terminating on: 12/30/2024.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Karen Lynn Epport will provide a Speech and Language Evaluation for special education student 960022536.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Karen Lynn Epport the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Karen Lynn Epport from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Karen Lynn Epport shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Karen Lynn Epport or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Karen Lynn Epport, its agents, subcontractors, employees or other representatives referred to in this Agreement, Karen Lynn Epport shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Karen Lynn Epport fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Karen Lynn Epport demand.

District shall save and hold Karen Lynn Epport, harmless from and against and shall indemnify Karen Lynn Epport for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Karen Lynn Epport is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Karen Lynn Epport may defend the same and any expenses, including reasonable attorney's fees, which Karen Lynn Epport may pay or incur in defending said action and the amount of any judgment which Karen Lynn Epport may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director of Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Karen Lynn Epport
Consultant/Company

Print Representative Name

Title

Signature

Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve the agreement for professional services to provide interpreters and translators for deaf and hard of hearing students, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services. This agency is used as a back-up, emergency service when District employees are unable to provide the services required.

Fiscal Impact:

Not to exceed $75,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services recommends that the Board of Education approve an agreement between the Burbank Unified School District and Linguabee, to provide interpreting and translation for Burbank students, not to exceed $75,000 (01.0-65000.0-57602-11901-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 7th day of May 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Linguabee hereinafter referred to as "Consultant."

Payee's Name: Linguabee Daytime Phone Number: 303-872-9525

Mailing Address: 7765 Wadsworth Blvd., #746453 Arvada CO 80006

Email Address: bucky@linguabee.com

Sponsoring Administrator: John Paramo (Print Name) Superintendent (Title) _____ (Signature) Special Education (Location)

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a total not to exceed **$75,000**
2. The term of the Agreement shall be the period commencing on: 07/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Linguabee will provide interpreters/translators for DHH special education students.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Linguabee the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Linguabee from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Linguabee shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Linguabee or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Linguabee, its agents, subcontractors, employees or other representatives referred to in this Agreement, Linguabee shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Linguabee fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Linguabee demand.

District shall save and hold Linguabee, harmless from and against and shall indemnify Linguabee for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Linguabee is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Linguabee may defend the same and any expenses, including reasonable attorney's fees, which Linguabee may pay or incur in defending said action and the amount of any judgment which Linguabee may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director, Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Linguabee
Consultant/Company

Nancy Hajdamacha
Print Representative Name

Forebee - Regional Manager
Title

Nancy Hajdamacha
Signature

05/13/2024
Date

linguabee

Southern California Region
855-585-5859 voice / video / text / fax
support@linguabee.com

Appendix A

Linguabee Community Interpreting Services

On-site/VRI Interpreting Rates and Terms of Service

Base Rate (two-hour minimum)	Monday – Friday • 8:00 a.m. to 5:00 p.m.	$106.00 per hour
	Monday – Friday • 5:00 p.m. to 11:00 p.m.	additional fee $6.00 per hour
	Monday - Friday • 11:00 p.m to 8:00 a.m.	additional fee $15.00 per hour
	Saturday and Sunday • Any time	additional fee $18.00 per hour
	VRI Preferred Interpreters upon request outside of this region.	additional fee $13.00 per hour
	On-Site anywhere outside of this region.	additional fee $19.00 per hour
Specialty add-on	Including but not limited to: legal, mental health, scientific, high profile, advanced post-secondary classes, and other settings in which specialized skill, specific certification, cultural knowledge, and/or experience is required.	additional fee $28.00 per hour
Recording add-on	Recordings of interpreter's work intended for repeated use or shared viewing.	additional fee $30.00 per hour
Short notice add-on	All services requested less than 2 full business days in advance [Please note that if a request for services is made by a person not also authorized to approve the request and we do not receive approval at least 2 full business days in advance of the assignment, this rate will apply.]	additional fee $25.00 per hour
Holiday add-on	Days other than Saturday and Sunday on which national banks generally are closed; however, if a recognized federal holiday, e.g. July 4th falls on a Saturday or Sunday, Holiday rates will apply even though the holiday is observed on another day that is customarily a workday.	1.5x of total service base rate
Booking charge	Administration of services.	1 hour of applicable service base rate
Standard travel time	Travel time applies after the first hour of travel roundtrip.	applicable service base rate
Cancellation	Services are billed in full when requests are made under 2 business days.	billed in full

All rates and fees are charged per service provider.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve the agreement for professional services to provide interpreters and translators for deaf and hard of hearing students, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services. This agency is used as a back-up, emergency service when District employees are unable to provide the services required.

Fiscal Impact:

Not to exceed $800,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and Sign Up Interpreting Services, LLC, to provide interpreting and translation for Burbank students, not to exceed $800,000 (01.0-65000.0-57602-11901-5850-7440000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 9th day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Sign Up Interpreting Services, LLC hereinafter referred to as "Consultant."

Payee's Name: Sign Up Interpreting Services, LLC Daytime Phone Number: 657-464-4192

Mailing Address: PO Box 941 Sunset Beach, CA 90742 Email Address: signup@gmail.com

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District for a total not to exceed **$800,000.00**.
2. The term of the Agreement shall be the period commencing on: 07/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Sign Up Interpreting Services, LLC will provide interpreting services to students under the deaf and hard of hearing (DHH) program.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Sign Up Interpreting Services, LLC the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Sign Up Interpreting Services, LLC from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Sign Up Interpreting Services, LLC shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Sign Up Interpreting Services, LLC or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Sign Up Interpreting Services, LLC, its agents, subcontractors, employees or other representatives referred to in this Agreement, Sign Up Interpreting Services, LLC shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Sign Up Interpreting Services, LLC fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Sign Up Interpreting Services, LLC demand.

District shall save and hold Sign Up Interpreting Services, LLC, harmless from and against and shall indemnify Sign Up Interpreting Services, LLC for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Sign Up Interpreting Services, LLC is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Sign Up Interpreting Services, LLC may defend the same and any expenses, including reasonable attorney's fees, which Sign Up Interpreting Services, LLC may pay or incur in defending said action and the amount of any judgment which Sign Up Interpreting Services, LLC may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

[redacted]
Jennifer Nicholson
Print Representative Name

[redacted]
Director, Special Education
Title

[redacted]
Signature

[redacted]
Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Sign Up Interpreting Services, LLC
Consultant/Company

[redacted]
Print Representative Name

[redacted]
Title

[redacted]
Signature

[redacted]
Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Center for Educational Development and Research (CEDR) is a department of the San Joaquin County Office of Education (SJCOE). CEDR is the developer of programs such as ED-JOIN and Special Education Information System (SEIS), among others. Since August 2011 the Foothill SELPA and Burbank Unified School District have used SEIS, a web-based data organizational system that allows centralized online access for writing IEPs, the management of Special Education data and facilitates the reporting of data to the California Department of Education. Since August 2011 the District has contracted with SJCOE to provide integration services that facilitate the transfer of demographic information for special education students from Aeries (the District's student information management service) to SEIS.

Discussion/Issues:

Staff is requesting that the District continue to contract with SJCOE to provide integration services for the SEIS data organization and management system, which supports the bidirectional data transfer from Aeries.

Fiscal Impact:

Not to exceed $3,498 for the 2024/2025 school year. The annual maintenance fee for professional services from SJCOE for SEIS integration components and services is $1.50 per student based on the current special education count as of February 3, 2022. This fee may change based on the number of special education students served by the District.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the agreement between Burbank Unified School District (BUSD) and San Joaquin County Office of Education (SJCOE), to provide professional services, effective July 1, 2024 through June 30, 2025, not to exceed $3,498 (01.0-65000.0-50010-27000-5632-744-1000), and that authority to sign the agreement be exercised pursuant to BUSD- AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 9th day of May 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and San Joaquin County Office of Education (SJOE/CEDR) hereinafter referred to as "Consultant."

Payee's Name: San Joaquin County Office of Education (SJOE/CEDR) Daytime Phone Number: 209-292-2662

Mailing Address: PO Box 213030 Stockton CA 95213

Email Address: raschwanden@sjcoe.net

Sponsoring Administrator: Matt Hill Superintendent Special Education
Print Name Title Signature Location

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-50010-27000-5632-7441000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a total not to exceed **$3,498.00**
2. The term of the Agreement shall be the period commencing on: 07/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which San Joaquin County Office of Education (SJOE/CEDR) will provide integration services of SEIS to Aeries.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to San Joaquin County Office of Education (SJOE/CEDR) the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless San Joaquin County Office of Education (SJOE/CEDR) from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

San Joaquin County Office of Education (SJOE/CEDR) shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of San Joaquin County Office of Education (SJOE/CEDR) or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of San Joaquin County Office of Education (SJOE/CEDR), its agents, subcontractors, employees or other representatives referred to in this Agreement, San Joaquin County Office of Education (SJOE/CEDR) shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If San Joaquin County Office of Education (SJOE/CEDR) fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by San Joaquin County Office of Education (SJOE/CEDR) demand.

District shall save and hold San Joaquin County Office of Education (SJOE/CEDR), harmless from and against and shall indemnify San Joaquin County Office of Education (SJOE/CEDR) for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If San Joaquin County Office of Education (SJOE/CEDR) is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, San Joaquin County Office of Education (SJOE/CEDR) may defend the same and any expenses, including reasonable attorney's fees, which San

Joaquin County Office of Education (SJOE/CEDR) may pay or incur in defending said action and the amount of any judgment which San Joaquin County Office of Education (SJOE/CEDR) may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

[redacted]

Jennifer Nicholson
Print Representative Name

[redacted]

Director, Special Education
Title

[redacted]

Signature

[redacted]

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

San Joaquin County Office of Education
Consultant/Company

Johnny Arguelles
[redacted]

Print Representative Name
Division Director, CodeStack
[redacted]

Title

[redacted]

Signature
05/20/2024
[redacted]

Date

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
CODESTACK
MEMORANDUM OF CONTRACT

04/29/2022

PROGRAMMING AND MAINTENANCE OF SEIS/SIS INTEGRATION COMPONENTS AND SERVICES

This memorandum of contract constitutes an understanding between the San Joaquin County Office of Education (CODESTACK), a county office of education of the state of California, (SJCOE/ CODESTACK) and the Burbank Unified School District (Client), a California school district, concerning design, programming and maintenance of integration components between Special Education Information System (SEIS) and the Client's Student Information System (SIS). Note that any deletions, additions or modifications to this memorandum of contract must be in writing signed by both parties.

1.0 OVERVIEW OF THE PROJECT

The Client has requested the setup/configuration and support of integration components and services to allow bidirectional data transfer between SEIS and the Client's SIS. SJCOE/ CODESTACK will setup and provide integration services developed using ASP.Net 4.0 to integrate SEIS with Client's SIS. Custom procedures, server jobs, and custom reports will be developed in both systems to facilitate full interoperability and data integrity.

2.0 PROJECT DELIVERABLES

2.1. Programming

SJCOE/ CODESTACK will work closely with the Client in the development stages to set, ascertain and meet milestones as the project is completed. SJCOE/ CODESTACK will program the front-end of the system using Microsoft's Windows Communication Foundation, ASP.Net, and .Net Framework 4.0 to develop the services. For the back-end database SJCOE/ CODESTACK will create SQL Server stored procedures, tables, and SQL Server Integrated Services (SSIS) packages to work with the data merge and updates. The front-end and back-end will be constructed to provide data integrity, efficiency, and scalability.

2.2. Sending Data to SEIS

The SJCOE/ CODESTACK will provide any needed SQL Server scripts or installation packages required to send data prepared by the Client, to SEIS (data must be provided in the structure defined by SJCOE/ CODESTACK). The service will need to be installed on a Windows Server at the Client's location. The service will encrypt and send SEIS

the demographic data specified by SJCOE/ CODESTACK. The service will be configured to run on a nightly basis.

As the data is sent via the service, SEIS will update student records based on matching birth date and SIS ID (Student Information System Identifier). All transactions will be logged and to streamline errors all records not added will appear in an exception report with a description of error (i.e. not matching SIS ID, more than one matching SIS ID, etc.) Client agrees to send only special education students from SIS to SEIS.

The exception report will be available for district level users on their SEIS home page. Student records on the exception report will have links to quickly search, add, transfer, or delete the student record.

2.3. SEIS Sending Data to SIS

The SJCOE/CODESTACK will provide a nightly extract to the Client to facilitate updating data in the Client SIS. The Client will be responsible to process these updates in the SIS once this file is received.

2.4. Security

All data will be transmitted via Web Services will be encrypted via SSL (Secure Socket Layer)/HTTPS and digitally signed via a SOAP signature and message. Also each web server and firewall will be configured to restrict access between the SEIS and Client servers only.

Note: Should Web Services be used, the Client will need to have an SSL (Secure Socket Layer) certificate on the Client's hosted server.

2.5. User Acceptance Period

A "User Acceptance Period" will be established for two months following production implementation for the purposes of refinements and additions to the Web Services based on production feedback. Within these two months, feedback will be provided to CODESTACKs by the client and responded to by CODESTACKs within the User Acceptance Period.

3.0 SYSTEM MAINTENANCE

The SEIS data, integrated services, and recurring jobs will be served and hosted on SJCOE/ CODESTACK's secure web and database servers. Maintenance tasks to be undertaken by SJCOE/ CODESTACK during the three-year contract period will include, but not be limited to, the following:

- upgrade and redesign of additions and refinements to the Web Services during the User Acceptance Period as described in section 2.5;

- periodic revisions and additions during the course of the contract period months; and
- on-going debugging and maintenance of the Web Services and interface screens.

4.0 CLIENT RESPONSIBILITIES

The Client will be expected to perform timely reviews of the deliverables as they are developed.

The Client will be responsible for developing required the stored procedure(s)/queries, jobs/processes, and/or SIS packages needed in the SIS database or application for pulling proper data fields and data types required by the integrated service and any jobs related therein. If the Client is pulling data from SEIS, the Client will be responsible for developing the inserts/updates, jobs/processes, SSIS packages, and/or exception rules for handling the data sent from SEIS.

The Client will be responsible for uptime and maintenance of the Client's Windows Server and hosting any applications/service used in the integrated services.

Minimum Hardware Requirements: Pentium 3 Xeon 1.4Ghz, 2GB RAM and 18 GB Hard Drive Space.

Minimum Software Requirements: Windows 2003, Internet Information Services (IIS) 6.0 and .Net Framework 4.0.

5.0 TERMS OF THE CONTRACT

The Client agrees to pay the SJCOE/ CODESTACK annual maintenance fees of $1.50 (one dollar and fifty cents), per student based on the Eligible and Pending Student Count as reported on the most recent Census Day. The Client's first annual maintenance fee will be $ 3357.00 based on the February 3rd, 2022 student count of 2238 . SJCOE/ CODESTACK will invoice the district for this first annual maintenance fee upon completion of the User Acceptance Period defined in section 2.5.

Note: Subsequent annual fees will be assessed and billed to the district every 12 months during the Term of this contract following the System Launch Date calculated using the most recent Census Day Student Count.

Note: Anything above the standard Integration Services will have a minimum fee of $1,000 (one thousand dollars).

6.0 TERM AND TERMINATION

This Contract shall be in effect between the SJCOE/ CODESTACK and the Client beginning with the Effective Date and terminating 36 months from the implementation of production ready software (System Launch Date).

Assuming timely provision of required information and required reviews and approvals as deliverables are developed, all work required to provide tested, production ready software shall be completed no later than 60 days after the signing of this Contract. The User Acceptance Period will begin upon delivery and implementation of production ready software.

Either SJCOE/ CODESTACK or Customer may terminate this Contract upon at least thirty (30) days prior written notice to the other party, with such termination to be effective at the end of the current period for which Customer has paid annual fees when the notice of termination is provided. Within thirty (30) days of the effective date of termination of this Contract, SJCOE/ CODESTACK shall return Customer Data to Customer in an ASCII delimited file format or such other mutually agreeable format.

The provisions under which this Contract may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

7.0 WARRENTY DISCLAIMER

SJCOE/CODESTACK MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING, BUT NOT LIMITED TO, THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. SJCOE/CODESTACK ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES OR DATA MADE AVAILABLE BY SJCOE/CODESTACK. CLIENT AGREES THAT SJCOE/CODESTACK SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS CONTRACT, EVEN IF CLIENT HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.

8.0 APPLICABLE LAWS

This Contract is subject to all applicable laws of the State of California, rules and regulations of the State Board of Education, and all applicable federal laws, all of which are made part of this Contract and incorporated herein as if fully set forth. It is also subject to any amendments in such laws during the term of this Contract. Should it be determined by a Court of competent jurisdiction that this contract of any portion of it is illegal or invalid, the contract shall be deemed terminated and both parties relieved of their obligations hereunder except the obligation of Client to pay for work already completed.

9.0 INDEPENDENT CONTRACTOR STATUS

This Contract is between two independent contracts and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or

association.

10.0 INDEMNIFICATION

SJCOE/ CODESTACK agrees to indemnify, defend and hold harmless the Client for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence of SJCOE/ CODESTACK.

The Client agrees to indemnify, defend and hold harmless SJCOE/ CODESTACK for and against any and all actions, claims, complaints, formal or informal, caused or the result of negligence or the Client.

	04/29/2022
Johnny Arguelles, Division Director CodeStack San Joaquin County Office of Education	Date
Debbie Kukta	**04/29/2022**
Assistant Superintedent, Administrative Services Debbie Kukta	Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve an agreement to hire interpreters/translators for Deaf and Hard of Hearing (DHH) special education students through an agency because the District is unable to secure a full time, temporary or substitute to support special education students.

Discussion/Issues:

The District is obligated to provide specialized academic instruction and assessments and to implement Individualized Education Plans (IEPs) for students who attend our schools. The District does not have current staff able to support the current caseload and is, therefore, contracting with an agency to remain in compliance with IEP and Ed Code regulations.

Fiscal Impact:

Not to exceed $150,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and Alpha Interpreting Agency, Corp., to provide interpreters/translators for DHH students, not to exceed $150,000 (01.0-65000.0-57602-11900-5850-7440000), effective July 1, 2024 through June 30, 2025 and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 7th day of May 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Alpha Interpreting Agency, Corp. hereinafter referred to as "Consultant."

Payee's Name: Alpha Interpreting Agency, Corp. Daytime Phone Number: 310-220-9655

Mailing Address: 1136 Millbrook Rd., Corona, CA 92882

Email Address: roy@alphainterpreters.com

Sponsoring Administrator: John Paramo (Print Name) Superintendent (Title) _____ (Signature) Special Education (Location)

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a total not to exceed **$150,000**
2. The term of the Agreement shall be the period commencing on: 07/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Alpha Interpreting Agency, Corp. will provide interpreters/translators for DHH special education students. There will not be services needed on the following dates: July 4, September 2, November 11, 28 and 29, December 23 through January 3, January 20, February 10, March 17-21 and May 26
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Alpha Interpreting Agency, Corp. the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Alpha Interpreting Agency, Corp. from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Alpha Interpreting Agency, Corp. shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Alpha Interpreting Agency, Corp. or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Alpha Interpreting Agency, Corp., its agents, subcontractors, employees or other representatives referred to in this Agreement, Alpha Interpreting Agency, Corp. shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Alpha Interpreting Agency, Corp. fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Alpha Interpreting Agency, Corp. demand.

District shall save and hold Alpha Interpreting Agency, Corp., harmless from and against and shall indemnify Alpha Interpreting Agency, Corp. for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Alpha Interpreting Agency, Corp. is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Alpha Interpreting Agency, Corp. may defend the same and any expenses, including reasonable attorney's fees, which Alpha Interpreting Agency, Corp. may pay or incur in defending said action and the amount of any judgment which Alpha Interpreting Agency, Corp. may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

[redacted]
Jennifer Nicholson
Print Representative Name

[redacted]
Director, Special Education
Title

[redacted]
Signature

[redacted]
Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Alpha Interpreting Agency, Corp.
Consultant/Company

[redacted]
Roy McCrary
Print Representative Name

[redacted]
Title CEO

[redacted]
Signature

[redacted]
Date May 13, 2024

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve an agreement for professional services to hire an outside agency to provide speech and language therapy and services and school counseling to special education students and attend students IEPs.

Discussion/Issues:

The District is obligated to provide specialized support for students with Individualized Education Plans (IEPs) who attend our schools. The District does not have current staff able to support the current caseload and is, therefore, contracting with one to remain in compliance with IEP and Ed code regulations.

Fiscal Impact:

Not to exceed $75,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and TinyEye Therapy Services to provide support to BUSD students with IEPs, not to exceed $75,000, (01.0-65000.0-57602-11900-5850-744000), effective July 1, 2024 through June 30, 2025, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

TinyEYE Therapy Services

Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "C"

OPERATIONAL REQUIREMENTS AND TIMELINES

This Schedule C sets forth additional requirements that the Customer must meet to facilitate the efficient delivery of services by the Service Provider. Compliance with these requirements is essential for the timely start and continued smooth operation of services.

1. **Billing and School Level Contacts**
    - **Timeline:** At least 3 weeks prior to the Target Start Date 08/19/2024. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
    - **Requirement:** The Customer shall provide the Service Provider with contact information for the people in the following roles:
        i. Accounts Payable
        ii. E-Helpers at each School
        iii. Main Contact at each School to ensure effective communication.
        iv. IT Contact at each School.
    - The Customer will inform the Service Provider immediately should any contact information change.
2. **School Level Caseload Information**
    - **Timeline:** At least 3 weeks prior to the Target Start Date 08/19/2024. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
    - **Requirement:** The Customer must supply detailed caseload information for each school to assist in service planning.
3. **Number of Schools and Hours Per School-Per Service Type**
    - **Timeline:** Within 1 week of signing the contract.
    - **Requirement:** The Customer must share the number of schools and the hours ordered per school-service type.
4. **Billing Contact Meeting**
    - **Timeline:** 3 weeks following the signing of the contract.
    - **Requirement:** A meeting between the Service Provider and the Customer's Accounts Payable contact to discuss billing procedures and expectations.
5. **First Invoice Review**
    - **Timeline:** 1 month following the start of service.
    - **Requirement:** A review of the first invoice by the Customer (and/or Accounts Payable) and the Service Provider to ensure billing accuracy and to address any questions.

In the event that the requirements outlined in Schedule C are not met, the services may not be started at the initially agreed upon Target Start Date, however the billing will commence at the initially agreed-upon Target Start Date as outlined in Schedule B of this Agreement.

TinyEYE Therapy Services

Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "B"

The amounts listed in this order are estimated based on the agreed upon service requirements. The amounts of services required can be increased throughout the Service Period through the change process outlined in our Service Agreement. Product prices and rates are only valid for the Service Period listed below.

Service Delivery Information

Start Date: 08/19/2024 End Date: 05/16/2025

Scheduling Restrictions: None

Required Licenses: State License

Required Clearances: NPA;CA - Certificate of Clearance (CoC)

Additional Licensing Requirements:

Service Products

Product	Price	Total Therapy Hrs	Subtotal
School Counselling	$120.94	25.71	$3,109.37

Totals

Therapy Hours include both Direct and Indirect times.
Indirect times may include but is not limited to:
Planning, Reporting, Consulting, Communication, Assessment, Reporting, Session Notes, Quarterly Progress Reports.

Total Minimum Fee **$3,109.37**
All Prices are in **U.S. Dollars**

TinyEYE Therapy Services

Growing Smiles, Mending Spirits, Engaging Children in Their Lives

Schedule "A"

TECHNICAL REQUIREMENTS

Internet speed must be at least 384 Kbps available for both upload and download, with ports open to TinyEYE's FQDNs.
Computers are required with the following minimum requirements:

Chromebook

- RAM: 2GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Integrated GPU

Windows 7 or later

- RAM: 4GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Dedicated or Integrated GPU

macOS 10.11 or later

- RAM: 4GB or more
- CPU /Processor: Dual Core or better, 2.4 GHz or above
- Video Processor: Dedicated or Integrated GPU

Supported Browsers

- Chrome, Firefox, Edge, Safari (on Mac computers)
- **Recommended**: Chrome, Firefox
- Browsers must have the latest updates installed.

Equipment

- Web camera
- Headset with Microphone
    - If group therapy is requested or if the student cannot wear a headset, TinyEYE can provide a desktop speaker and microphone setup.

Counterparts

34. This Agreement may be executed in any number of counterparts and each is deemed to be an original and the counterparts together will constitute one agreement. A party may deliver to the other an executed counterpart by fax or other email and such transmission shall constitute valid and effective delivery.

Finality

35. This Agreement contains the final and entire agreement and understanding between the Parties and is the complete and exclusive statement of its terms. This Agreement supersedes all prior agreements and understandings, whether oral or written, in connection therewith.

IN WITNESS WHEREOF the parties have duly executed this Service Agreement along with its Addenda as of the Effective Date.

Greg Sutton, CEO
TinyEYE Therapy Services

Jennifer Nicholson, Coordinator Of Special Education
Burbank Unified School District

Governing Law

29. It is the intention of the parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the Province of Saskatchewan, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Severability

30. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Waiver

31. The waiver by either party of a breach, default, delay or omission of any of the provisions of this Agreement by the other party will not be construed as a waiver of any subsequent breach of the same or other provisions.

Force Majeure

32. No party shall be liable for any failure to perform its obligations where such failure is as a result of Acts of Nature (including fire, flood, earthquake, storm, hurricane or other natural disaster), war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, nationalization, government sanction, blockage, embargo, labour dispute, strike, lockout or interruption or failure of electricity or telephone/internet service, and no other Party will have a right to terminate this Agreement under in such circumstances.
Any party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion, so that other prudent precautions could be contemplated.

Termination

33. Either party may terminate this agreement by providing written notice to the other party at least 90 days prior to the desired Termination Date.

Services will continue until the Termination Date unless otherwise agreed to by the Customer and the Service Provider. Regardless of whether or not Services continue, the Total Minimum Fee along with any overage fees will be applied during the termination period. At the end of the Terminate Date, customer will receive the final invoice for Services and pay it as outlined in the Agreement.

If the Customer refuses to pay for Services or have breached the contract in other manners the Service Provider may suspend Services until the matter is rectified.

20. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be submitted by email to the parties of this Agreement.

Costs and Legal Expenses

21. In the event that legal action is brought to enforce or interpret any term of this Agreement, the prevailing party will be entitled to recover, in addition to any other damages or award, all reasonable legal costs and fees associated with the action.

Time of the Essence

22. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

23. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Limitation of Liability

24. It is understood and agreed that the Service Provider will have no liability to the Customer or any other party for any loss or damage (whether direct, indirect, or consequential) which may arise from the provision of the Services.

Enurement

25. This Agreement will ensure to the benefit of and be binding on the parties and their respective successors and permitted assigns.

Currency

26. All monetary amounts referred to in this Agreement are in the currency specified in the Addenda.

Titles/Headings

27. Headings are inserted for the convenience of the parties only and are not to be considered when interpreting this Agreement.

Gender

28. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

14. The Customer agrees that, during the term of this Agreement and for a period of one (1) year after the termination or expiration of this Agreement, the Customer will not in any way, directly or indirectly:

- Induce or attempt to induce any employee or other service provider of the Service Provider to quit employment or retainer with the Service Provider;
- Otherwise interfere with or disrupt the Service Provider's relationship with its employees or other service providers;
- Discuss employment opportunities or provide information about competitive employment to any of the Service Provider's employees or other service providers; or
- Solicit, entice, or hire away any employee or other service provider of the Service Provider.

Ownership of Materials, Intellectual Property

15. All materials developed, produced, or in the process of being so under this Agreement, will be and shall remain the sole and exclusive property of the Service Provider and the Customer shall, to the extent necessary, be granted a limited revocable license to use such mentioned materials during the term of this Agreement and for the sole and exclusive purpose of giving effect to this Agreement.

16. The Customer agrees that the Service Provider shall have exclusive ownership in all ideas, discoveries, inventions, formulae, algorithms, techniques, processes, know-how, trade secrets and other intellectual property, including all expressions of such intellectual property in tangible form, which are used in or relate to the Service Provider's business (including, without limitation, the TinyEYE Therapy Software) and which the Consumer is licensed to use under this Agreement, or conceives of or makes for the Service Provider, during the term of this Agreement.

Return of Property

17. Upon the expiry or termination of this Agreement:

- the Service Provider will return to the Customer any property, documentation, records, or confidential information which is the property of the Customer; and
- the Customer will return to the Service Provider any property, documentation, records, or confidential information which is the property of the Service Provider.

Capacity/Independent Contractor

18. It is expressly agreed that the Service Provider and its Agents and Contractors are acting as independent contractors not as employees in providing the Services under this Agreement. The Service Provider and the Customer acknowledge that this Agreement does not create a partnership or joint venture between them and is exclusively a contract for service.

Modification of Agreement

19. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Notice

8. **Absence** - The Customer will inform the Service Provider through the TinyEYE Therapy System if (i) school is cancelled due to field trips, assemblies, funerals, or any other planned Interruption to the regular school schedule (ii) session(s) are cancelled due to student absences, Contact Person absences, parent or legal guardian absences. The Customer must provide at least 24 hours of notice to the Service Provider of such interruptions. Without 24 hours' notice, the cost of the session shall be incurred. Sessions canceled with at least 24 hours' notice will not be counted against your allocated usage.

9. **Technical Interruptions** - The Customer and the Service Provider will make every effort to ensure the therapy environment meets the required technical specifications and enough bandwidth is available for each session. Should technical issues arise, the Customer and the Service Provider will work together to resolve the technical issues to resume therapy, and schedule alternate sessions. Should the technical interruption be deemed the responsibility of the Service Provider and result in lost session time, the accrued credit will be applied to the Customer's account. Should the technical interruption be deemed the responsibility of the Customer, and result in lost session time, the Service Provider will invoice for lost session time, unless otherwise agreed in writing.

10. The Service Provider may, at its sole option:

- lend to the Customer therapy materials including, but not limited to, document cameras, occupational therapy prompts, computer hardware, or other items requested by the Customer (collectively, the "**Therapy Materials**"). Upon the expiry or termination of this Agreement, the Customer will return all such Therapy Material lent by the Service Provider (or shall pay for the actual cost of said Therapy Materials and the Service Provider will provide receipts upon request). Normal wear and tear of Therapy Materials is expected and will not be charged for; or
- sell to the Customer, for an amount equal to the actual cost, the Therapy Materials and, in such event, the Service Provider will provide receipts upon request. The purchase price for such Therapy Materials shall be payable on or before the date of the first payment of Service Fees hereunder.

11. The hourly compensation rate for all Services provided by the Service Provider as outlined in this Agreement is subject to an annual adjustment. The adjustment shall be based upon the increase in the Consumer Price Index, U.S. Department of Labor, Bureau of Labor Statistics-Group: Medical care services, Not Seasonally Adjusted. The Adjustment date will be August 1st of each year.

Confidentiality

12. The Service Provider agrees that it will not disclose, divulge, reveal, report or use, for any purpose whatsoever, any confidential information with respect to the business of the Customer, which the Service Provider has obtained, except as may be necessary or desirable to further the business interests of the Customer. This obligation will survive 3 years upon termination of this Agreement.
13. The Customer agrees that it will not disclose, divulge, reveal, report or use, for any purpose whatsoever, any confidential information with respect to the business of the Service Provider, which the Customer has obtained, except as may be necessary or desirable to further the business interests of the Service Provider. This obligation will survive 3 years upon termination of this Agreement.

Non-Solicitation

- Customer must provide caseload information ("Caseload Spreadsheet") at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Customer must provide the name and contact information of each designated contact person per school ("E-Helper") at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Each school must meet the TECHNICAL REQUIREMENTS per Schedule A. Customer must provide the Name and contact information of each School IT at least three (3) weeks before the Start Date per Schedule B. If the Target Start Date is earlier than 3 weeks at time of signing, then the Customer must provide the information at least a week before the Target Start Date.
- Any changes to the Customer's specified Licensing Requirements per Schedule B that lead to delays in the start of Services. These requirements only indicate the licenses and credentials required beyond the legal requirements of the Customer's state.

Payment Terms: Automated Clearing House (ACH) (Electronic Funds Transfer)

Payment Method: The customer agrees to remit payment for all invoices issued by the Service Provider via Electronic Funds Transfer (EFT).

Banking Details: The customer shall use the following banking information for the purpose of EFT payments:

Service Provider Information:

Name: TinyEYE Therapy Services
Legal Name: TinyEYE Technologies Corporation
Address: 105 – 15 Innovation Boulevard, Saskatoon, SK S7N 2X8, Canada
Mailing Address 1: 1621 Central Avenue, Cheyenne, WY 82001, USA
Mailing Address 2: PO Box 7311, Saskatoon SK, S7K 4J2, Canada
Email Address: Accounting@TinyEYE.com

Financial Institution Information:

Bank Name: RBC Bank (Georgia), N.A.
Bank Address: 8081 Arco Corporate Drive, Suite 400 Raleigh, NC 27617, USA
Bank Account Name: TinyEYE Technologies
Bank Account Number: 503293695
Nine-Digit Bank Routing/Transit Number (ABA): 063216608
Type of Account: Checking

Communication of Payments: The customer is responsible for communicating the relevant details of each payment, including the invoice number and any other required references, to ensure proper allocation and reconciliation.

Alternate Payment Arrangements: In exceptional circumstances where ACH is not feasible, the customer may request alternative payment arrangements in writing. Approval for such arrangements is subject to the sole discretion of the Service Provider.

in obtaining parental or student consent, or the consent being withheld or withdrawn for any of the items acknowledged above.

Term of Agreement

5. The term of this Agreement will commence on the Effective Date (the date this Agreement is executed) and will be terminated as provided in this Agreement. If an End Date is specified in **Schedule B** or an **Addendum** to this Agreement, the service order will terminate on that End Date.

- If the Customer or Service Provider wishes to extend the End Date of the service order, they can do so by sending a written request by email to the other party stating the new date. If agreeable, the new date will be confirmed by email response to the suggesting party. An extension of the End Date can be instigated by either party, must be confirmed by the other party, as outlined above, and does not require any further or other amendment to this Agreement.

Additionally, the Customer and the Service Provider agree to adhere to the provisions set forth in Schedule C, which outlines critical pre-service requirements. Failure to comply with the requirements detailed in Schedule C may result in adjustments to the Service Start Date as set out in Schedule B and billing as described within Schedule C itself. The Service Start Date is the first day a Service Provider's credentialed professional begins working with the schools to review caseloads and schedule sessions.

Performance

6. The parties agree to take commercially reasonable steps to ensure that the terms of this Agreement take effect.

Compensation

7. In consideration for the Services rendered by the Service Provider as required by this Agreement, the Customer shall pay to the Service Provider the Total Minimum Fee of the ordered services for the agreed upon Start Date and End Date per Schedule B regardless of whether the Customer elects to utilize the full amount of ordered services. The Customer agrees to pay for the additional services provided by the Service Provider. All fees shall be prorated.

The Total Minimum Fee per Schedule B or any other future Addenda will be payable on a monthly basis while this agreement is in force. Should the Customer use services beyond their Total Minimum Fee will incur charges based on monthly usage and will be invoiced accordingly. All invoices are to be settled 15 days upon receipt of invoice, with interest charged at 15% per annum after 45 days.

If the Service Provider is not ready to start by the Start Date outlined in Schedule B, the Service Provider will apply the accrued credit of the missed time to the Customer's account. If the Customer is not ready by the Start Date outlined in Schedule B, the Service Provider is entitled to the full payment in accordance with the signed Agreement. Any delays because of the failure in meeting the following requirements will be considered the Customer's lack of readiness to start the services:

Participant Requirements

4. Each participating location must also meet the following requirements:

- Internet, Computer & Software as per **Schedule "A" - Technical Requirements**
- A minimum of one (1) designated contact person per school (each, a "**Contact Person**") for communicating with the students:
    - Each Contact Person will also receive some guidance from the Service Provider for supporting the students' development.
    - Each Contact Person will also be generally available to help the students log in to their virtual backpack outside of the therapy sessions.
- The criteria for becoming a TinyEYE therapy student shall include:
    - The parties acknowledge and agree that all referrals might not qualify for therapy. Children will be seen when the Service Provider has received (i) a referral request, (ii) background information. The Service Provider will provide templates for these forms.
- Customer Acknowledgements Regarding Student/Parent Consent
    - The Customer confirms that it has obtained consent from all students/parents for the services to be provided by the Service Provider. The Customer represents and confirms that any student/parent receiving services hereunder, as applicable, has been informed that Service Provider will deliver services virtually and that the student/parent does not object to virtual services and that as part of the services provided, sessions may be recorded by the Service Provider. The Customer agrees to the collection, processing, and generation of data by the Service Provider. The data may be shared among other similar professional contractors to the Service Providers that are bound by confidentiality agreements and are able to contribute to the outcome of the services provided. Data may also be shared with confidentiality-bound employees of the Service Provider, with the Customer at its request, or be used for research purposes without any identifiable information of the participants of the sessions. Data includes all information collected as part of the service delivery. This could encompass, but not be limited to: Personal Data, Service Usage Data, Session Content, Technical Data, Session Recordings, Performance Data.
    - The Service Provider will anonymize data for analyses and insights, removing or encrypting identifiers to prevent individual identification, and carefully evaluate and verify outputs.
    - This clause is adaptable to future technological changes, ensuring ongoing consent and legal compliance. Terms of use are subject to change, and are in effect at contract signing, and thereafter upon annual renewal of service engagement.
    - The Customer may revoke consent in writing specifically for the use of the student's recorded session data. Upon such revocation, the Service Provider will discontinue utilizing this data for technology consumption, while continuing other necessary data processing activities in line with legal obligations and directives.
    - The Customer acknowledges that education-related information about students and the services provided hereunder to those students may be transmitted between Customer and Service provider by electronic mail.
    - The Customer represents that it shall immediately notify the Service Provider if student/parent consent for any of the items above has been withheld or withdrawn.
    - The Customer shall defend, indemnify and hold the Service Provider, including its credentialed professionals, harmless from any and all losses, damages, and/or claims that the Service Provider, including its credentialed professionals, may incur as a result of the Customer's failure

TinyEYE Therapy Services

Growing Smiles, Mending Spirits, Engaging Children in Their Lives

TinyEYE Service Agreement

This Service Agreement (this **"Agreement"**) along with its accompanying addenda is entered into as of this Effective Date: **April 30, 2024**

BETWEEN:
(the "**Service Provider**")

TinyEYE Technologies Corporation of
109-15 Innovation Boulevard, Saskatoon, SK S7N 2X8

And
(the **"Customer"**)

Burbank Unified School District of
1900 W. Olive Ave, Burbank, CA, US, 91506

BACKGROUND:

The Parties to this Agreement are the Service Provider and the Customer.
The Customer is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide the Services (as hereinafter defined) to the Customer.
The Service Provider is agreeable to providing the Services, outlined in the Services Provided clause, to the Customer on the terms and conditions set out in this Agreement.
Now, therefore, IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties agree as follows:

Services Provided

1. The Customer hereby agrees to engage the Service Provider to provide the Customer with services (the **"Services"**) from credentialed professionals including, but not limited to, speech-language pathologists, occupational therapists, psychologists, social workers, and counselors. These Services shall, unless otherwise agreed to by the parties, include those Services described in **Schedule "B"** attached hereto or any other future Addenda. The Services will also include any other tasks which the parties may agree on. The Service Provider hereby agrees to provide such Services to the Customer.
2. The Service Provider will provide a license (which shall consist of a username and password) to the TinyEYE Therapy Software to all students and support staff that are encompassed by this Agreement. All such licences shall be deemed to be immediately revoked upon the expiration or termination of this Agreement.
3. The Service Provider follows best practices in data privacy and data security, meeting or exceeding federal and regional guidelines.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve the agreement for professional services to provide authorized signatures for occupational therapy medical logs. The Burbank Unified School District Special Education participates in the Local Education Agencies (LEA) Medi-Cal Billing Option Program. This program allows our school district to seek reimbursement for certain medically related Special Education Services.

Discussion/Issues:

Under this program, the Special Education Department can seek reimbursement for occupational therapy services documented in a student's Individual Education Plan (IEP). In order to be reimbursed for occupational therapy services, an authorization for the services by a physician is required. District will contract with Dr. Al Melaragno to provide this authorization. This physician will review the service logs submitted by the district's Occupational Therapists and provide signatures of his authorization. This will allow the District to then submit the service logs to Medi-Cal for reimbursement.

Fiscal Impact:

Not to exceed $2,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve the agreement between the Burbank Unified School District and Dr. Al Melaragno to provide authorized signatures for occupational therapy medical logs, as authorized by Education Code Section 17596, effective July 1, 2024 through June 30, 2025, not to exceed $2,000 (01.0-05640.0-57500-31400-5880-7448000), and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 7th day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Albert J. Melaragno, M.D. hereinafter referred to as "Consultant."

Payee's Name: Albert J. Melaragno, M.D. Daytime Phone Number: 818-885-1062

Mailing Address: 9245 White Oak Ave. Northridge CA 91325

Email Address: amelaragno65@gmail.com

Sponsoring Administrator: John Paramo (Print Name) Superintendent (Title) _____ (Signature) Special Education (Location)

Board Approval: 06/06/2024 Account Code: 01.0-05640.0-57500-31400-5880-7448000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, In consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a total not to exceed **$2,000**
2. The term of the Agreement shall be the period commencing on: 07/01/2024 and terminating on: 06/30/2025.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Albert J. Melaragno, M.D. will authorize signatures to offer our students with OT services and submit the OT treatment logs for those students receiving individual OT services for MediCal reimbursements.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Albert J. Melaragno, M.D. the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Albert J. Melaragno, M.D. from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Albert J. Melaragno, M.D. shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Albert J. Melaragno, M.D. or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Albert J. Melaragno, M.D., its agents, subcontractors, employees or other representatives referred to in this Agreement, Albert J. Melaragno, M.D. shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Albert J. Melaragno, M.D. fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Albert J. Melaragno, M.D. demand.

District shall save and hold Albert J. Melaragno, M.D., harmless from and against and shall indemnify Albert J. Melaragno, M.D. for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Albert J. Melaragno, M.D. is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Albert J. Melaragno, M.D. may defend the same and any expenses, including reasonable attorney's fees, which Albert J. Melaragno, M.D. may pay or incur in defending said action and the amount of any judgment which Albert J. Melaragno, M.D. may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

[redacted]
Jennifer Nicholson
Print Representative Name

[redacted]
Director, Special Education
Title

[redacted]
Signature

[redacted]
Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Albert J. Melaragno, M.D.
Consultant/Company

[redacted]
Albert J. Melaragno, M.D.
Print Representative Name

[redacted]
Title MD

[redacted]
Signature

[redacted]
Date 5/8/24

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Amended Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to amend an agreement for professional services to hire outside Behavior Intervention Implementers (BII) and Behavior Intervention Development (BID), as consultants, to provide support to special education students.

Discussion/Issues:

The District is obligated to provide specialized support for students with Individualized Education Plans (IEPs) who attend our schools. The District does not have current staff able to support the current caseload and is, therefore, contracting with one to remain in compliance with IEP and Ed code regulations.

Fiscal Impact:

Not to exceed $383,960.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between the Burbank Unified School District and Quest Therapy Group, LLC to provide Behavior Intervention Implementers (BII) and Behavior Intervention Development (BID) to support special education students, not to exceed $383,960 (01.0-65000.0-57602-11900-5850-7440000), effective August 14, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was September 7, 2023 for a total not to exceed $275,940. The second amendment was approved on October 5, 2024 and added Behavior Intervention Development (BID) to increase the total by $13,020 making the total not to exceed $288,960. This amendment extends the end date to June 30, 2024 which increases the total by $95,000 making the total not to exceed $383,960.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
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AMENDMENT II CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 7th day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Quest Therapy Group, LLC hereinafter referred to as "Consultant."

Payee's Name: Quest Therapy Group, LLC Daytime Phone Number: 818-521-5363

Mailing Address: 5032 Biloxi Avenue, N. Hollywood, CA 91601 Email Address: Kevin@questtherapygroup.com

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: ~~09/07/2023~~ ~~10/05/2023~~ 06/06/2024 Account Code: 01.0-65000.0-57602-11900-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $54.75 per hour (BII) $93.00 per hour (BID) for a total not to exceed ~~$275,940~~ ~~$288,960~~ $383,960 **Amount to include speaking fee, mileage and any additional fees.

2. The term of the Agreement shall be the period commencing on: 08/14/2023 and terminating on: ~~05/23/2024~~ 06/30/2024 (or until District hires for permanent position. If District hires directly, BUSD will give a 2 week notice to Quest Therapy Group, LLC).

3. Payment Terms: Net 45 Days

4. **District desires to enter into an Agreement in which Quest Therapy Group, LLC will provide up to four (4) behavior intervention implementers (BII) and Supervision (BID) to support special education students. Each BII will work up to but not exceed 7 hours per day for 180 days. BID will be 14 hours per month for 10 months. Vanessa Norrington will work with Quest Therapy to determine each BII's daily work hours.**

5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.

6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.

7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Quest Therapy Group, LLC the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Quest Therapy Group, LLC from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Quest Therapy Group, LLC shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Quest Therapy Group, LLC or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Quest Therapy Group, LLC, its agents, subcontractors, employees or other representatives referred to in this Agreement, Quest Therapy Group, LLC shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Quest Therapy Group, LLC fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Quest Therapy Group, LLC demand.

District shall save and hold Quest Therapy Group, LLC, harmless from and against and shall indemnify Quest Therapy Group, LLC for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Quest Therapy Group, LLC is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Quest Therapy Group, LLC may defend the same and any expenses, including reasonable attorney's fees, which Quest Therapy Group, LLC may pay or incur in defending said action and the amount of any judgment which Quest Therapy Group, LLC may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District

District/Company Name

[redacted]

Jennifer Nicholson

Print Representative Name

[redacted]

Director, Special Education

Title

[redacted]

Signature

[redacted]

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Quest Therapy Group, LLC

Consultant/Company

[redacted]

Kevin Nersisyan

Print Representative Name

[redacted]

Administrator

Title

[redacted]

Signature

[redacted]

Date 05-07-2024

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Amended Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to amend an agreement for professional services to provide a psychological educational IEE for special education student 960034080, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents whose IEPs require such services. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services..

Fiscal Impact:

Not to exceed $5,750.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between the Burbank Unified School District and Learning Dynamics, Inc., to provide a psychological educational IEE, not to exceed $5,750 (01.0-65000.0-57602-11900-5850-744000) for special education student 960034080, effective February 2, 2024 through October 31, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was February 2, 2024 for a total not to exceed $5,750. This amendment extends the end date to October 31, 2024 with no additional cost to the district.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

AMENDED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 6th day of May 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Learning Dynamics, Inc. hereinafter referred to as "Consultant."

Payee's Name: Learning Dynamics, Inc. Daytime Phone Number: 310-855-3276

Mailing Address: 22837 Ventura Blvd., Ste. 200, Woodland Hills, CA 91364 Email Address: info@learningdynamicsinc.org

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: ~~02/01/2024~~ 06/06/2024 Account Code: 01.0-65000.0-57602-11900-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate not to exceed $5,750 **Amount to include speaking fee, mileage and any additional fees.

2. The term of the Agreement shall be the period commencing on: 02/02/2024 and terminating on: ~~06/30/2024~~ 10/31/2024.

3. Payment Terms: Net 45 Days

4. District desires to enter into an Agreement in which Learning Dynamics, Inc. will provide a psychoeducational IEE for Student 960034080. Cost includes evaluation, observations, reviewing documentation, written report and attendance to IEP.

5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.

6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.

7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Learning Dynamics, Inc. the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Learning Dynamics, Inc. from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Learning Dynamics, Inc. shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Learning Dynamics, Inc. or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Learning Dynamics, Inc., its agents, subcontractors, employees or other representatives referred to in this Agreement, Learning Dynamics, Inc. shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Learning Dynamics, Inc. fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Learning Dynamics, Inc. demand.

District shall save and hold Learning Dynamics, Inc., harmless from and against and shall indemnify Learning Dynamics, Inc. for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Learning Dynamics, Inc. is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Learning Dynamics, Inc. may defend the same and any expenses, including reasonable attorney's fees, which Learning Dynamics, Inc. may pay or incur in defending said action and the amount of any judgment which Learning Dynamics, Inc. may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director, Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Learning Dynamics, Inc.
Consultant/Company

Print Representative Name

Title

Signature

Date

BURBANK UNIFIED SCHOOL DISTRICT
Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	June 6, 2024
SUBJECT:	Ratification of University Agreement– Capella University

Background
The purpose of the University Agreement with Capella University is to provide student teachers with field experience through practice in schools and classes. Student teachers and counselors will assume responsibilities in their classroom or offices.

Pursuant to the provisions of Section 44227 of Education Code, the governing board is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution.

Discussion/Issues
This program builds a relationship with Capella University which expands the pool of qualified teachers and counselors. The District will provide support through field experience in schools and classes of the District for students of the University who are qualified for such assignments.

Fiscal Impact
None

Recommendation
Sarah Rudchenko, Assistant Superintendent, Human Resources Services, recommends that the Board of Education approve the University Agreement between the Burbank Unified School District and Capella University to provide educational field experience, effective April 5, 2024 through until terminated one (1) year on April 5, 2025, and that authority to sign the Agreement be exercised pursuant to BUSD – AR 3314, as presented.

CAPELLA UNIVERSITY

SITE-BASED LEARNING AFFILIATION AGREEMENT

I. Parties to the Site-Based Learning Training Agreement:

This agreement (the "Agreement"), dated 4/5/2024 is made between: Capella University ("Capella"), located at 225 South 6th Street, 9th floor, Minneapolis, MN 55402 and BURBANK UNIFIED SCHOOL DISTRICT (the "Site") with its primary location of business at 1900 W. OLIVE AVE. BURBANK, CA 91506 for the purpose of establishing guidelines for the cooperative provision of internship and practicum experiences at Site for learners enrolled in certain degree programs at Capella, which may include: Counseling, Education, Health Administration, Human Resources, Nursing, Psychology, Public Health, Marriage and Family Therapy, Human Services, and Social Work.

II. Definitions

A. "Faculty Liaison" is the Capella faculty member supporting the learner(s) in their coursework and provides remote supervision of the learner(s). The Faculty Liaison also is the liaison with the Site Supervisor and Site related to the SBL.

B. "SBL Coordinator" is the Capella employee who facilitates communication between Capella, learners, the Site, and Site Supervisor during the SBL application review and approval process.

C. "Site Supervisor" is the Site employee who provides direct supervision of the learner(s). The Site Supervisor has the required credentials or licensure, supervision experience and training, time and commitment to train learners pursuant to this Agreement.

D. "Site-Based Learning" or "SBL" consists of defined activities required for completion of a Capella degree program and may include practicum and/or internship. This experience gives learners the opportunity to practice skills and utilize the competencies necessary for degree completion.

III. Term and Termination:

This Agreement shall be effective starting 4/5/2024 This Agreement shall automatically renew for additional one (1) year terms. Either party may terminate this Agreement at any time upon sixty (60) days' notice.

IV. The Parties Mutually Acknowledge and Agree:

A. To exchange all information needed for review and approval of the learner outcomes, professional activities, experiences to be included, and professional materials to be utilized in the SBL.

B. The learners will provide professional services (appropriate to their program of study) under the supervision of the Site Supervisor at the Site for a prescribed number of hours per week as part of the SBL.

C. The Site may terminate a learner SBL at the Site for cause, including for a learner's violation of Site's rules of professional conduct.

D. The learners shall not, at any time, be considered employees of the Site or Capella pursuant to this Agreement. Notwithstanding the previous sentence, learners may be an employee of Site by separate agreement.

V. Capella agrees:

A. To assign a SBL Coordinator and Faculty Liaison.

B. To prepare learners for SBL by means of coursework designed to familiarize them with methods and protocol for the SBL, including a SBL course concurrent with the SBL at Site.

C. To provide the Site Supervisor with Capella's SBL orientation materials, which may include, SBL program information, evaluation forms required to monitor and assess the performance of a learner, and the Faculty Liaison's contact information.

D. To have the SBL Coordinator maintain contact with the Site Supervisor and Faculty Liaison should any changes be anticipated in relation to this Agreement, or should any disagreements arise between learners and the Site Supervisor (acknowledging that the Site Supervisor has primary authority for all activities of the learners at the Site).

E. To provide general liability insurance in the amounts of $1,000,000 incidental and $2,000,000 aggregate levels covering the Faculty Liaison and learners.

VI. The Site agrees:

A. To provide a copy of the Site Supervisor's resume or curriculum vitae showing relevant experience and a copy of the Site Supervisor's current and active professional license/credential to Capella.

B. To provide opportunities for learners to engage in a variety of appropriate training activities under supervision of the Site Supervisor to meet Capella's program requirements and sufficient to evaluate a learner's performance in required knowledge and skills areas.

C. To provide learners with adequate workspace, telephone, office supplies, and staff to conduct professional activities appropriate to the SBL placement.

D. To provide learners with information about all safety and emergency policies and practices at the Site.

E. To provide weekly face-to-face or remote supervisory contact in accordance with the state and site requirements, and to meet the minimum number of required supervision hours for each quarter, which includes examination of the learners work via the use of either direct observation, audio/video tape, review of case records, or collaborative service delivery (e.g., co-therapy).

F. To approve a learner's submitted SBL hours on a regular basis.

G. To complete and submit written evaluation of learners on the quarterly forms provided to the Site by Capella within the stated deadlines.

H. To have the Site Supervisor maintain regular contact with the Faculty Liaison, to consist of at least electronic contact at the beginning, middle, and end of the SBL.

I. To respond to the Faculty Liaison's emails and/or phone calls in a timely manner in order to consult about the learner's progress during the quarter.

J. To notify the Faculty Liaison promptly when there are any concerns about a learner's performance at the Site.

K. To notify the Faculty Liaison immediately if there are any changes to a learner's SBL, including dates of placement, hours, activities, supervision, etc.

L. For learners in Counseling and Family Therapy programs only, to provide learners with the opportunity to use audio or videotapes of their counseling or therapy sessions in supervision meetings at the Site during each quarter, and if taping at the Site is prohibited, live supervision of a learner's counseling or therapy sessions will be provided during each quarter.

VII. Capella will require learners:

A. To notify the Faculty Liaison if any changes are made to a learner's SBL, including dates of placement, hours, activities, and on-site supervision.

B. To follow all relevant policies, procedures, rules, and standards of the Site.

C. To abide by all rules and regulations in the state in which they are completing SBL.

D. To be familiar with and uphold the relevant professional ethical guidelines governing all SBL activities.

E. To participate fully in the SBL course and weekly supervision meetings throughout each quarter.

F. To submit SBL hours for approval on a weekly basis, or as otherwise required by the learner's program.

G. To complete and submit all required forms and documents correctly during the quarter by the expected deadlines.

H. To notify the Faculty Liaison and the Site Supervisor about any changes to the learner's availability at the Site that are different from the work schedule that has been arranged with the Site, or any relevant impairment of competence to perform as expected during SBL, whether the impairment arises from physical, psychological, or other causes.

I. To notify the Faculty Liaison when an absence of more than 5 days has occurred at the Site.

J. To notify the Faculty Liaison when on-site supervision is not provided during any week of the quarter.

K. To participate in additional training and/or education offered or required by the Site, which are required for fulfilling SBL duties, and to be responsible to obtain such additional training and/or education, as deemed necessary by the Site Supervisor and/or Faculty Liaison in order to conduct activities required at the Site in a successful manner.

L. To represent oneself as a Capella learner at all times during the SBL placement.

M. To complete all screening procedures, trainings, and checks required by the Site through a third-party vendor, which may include: criminal background check, fingerprinting, physical exam, immunizations, or drug testing.

N. For Doctoral Nursing learners only, to submit his or her project to the Capella IRB and any required institutional committees prior to gathering data or initiating the capstone project at the Site.

O. For Nursing learners only, to hold a current, unrestricted registered nurse's license in order to participate in SBL, and, if for any reason the status of the registered nurse's license changes, to notify the Faculty Liaison and Site Supervisor immediately.

VIII. Professional Liability Insurance

A. Professional liability insurance requirements are described in Exhibit A, attached and incorporated herein.

IX. Miscellaneous

A. Each party to this Agreement agrees to hold the other party harmless for any losses, injuries or other damages incurred as a result of activity undertaken pursuant to the SBL described herein. It is recognized that this waiver of liability does not in any way affect the rights to remediation afforded under the policy of insurance referenced above.

B. This Agreement shall be subject to the laws of the State of Minnesota without regard to any conflict of laws principles. All action in relation to the terms hereunder shall be venued in the Federal District Court located in Hennepin County, Minnesota.

C. Any portion of this Agreement that is deemed to be unenforceable may be severed from the Agreement with the effect of the remaining portions of the Agreement being fully enforceable by the parties.

D. This Agreement reflects the entire agreement between the parties and supersedes all other agreements, whether oral or written, regarding the subject matter hereof. No part of this Agreement may be amended except by written agreement signed by the parties.

E. By signing this Agreement, the Site represents and warrants that the person signing this Agreement has the present capacity, power, and authority to execute this Agreement, that Site has read and understands all the terms of this Agreement, that Site has been provided adequate time and opportunity to review this Agreement with Site's own attorney, and that Site agrees to be bound by all terms contained herein.

F. This Agreement may be executed in counterparts and via facsimile with each part being considered an original and all parts being recognized as one in the same document.

Site:

Printed Name: Sarah Rudchenko, Ed.D.

Title: Assistant Superintendent, Human Resources Services

Signature: _____ Date: _____

Capella University:

Signature: _____ Date: _____

Exhibit A

Capella University Program	Capella Requires Learner to Obtain Professional Liability Insurance?	Learner Professional Liability Coverage Amount
Bachelor of Science (BS) in Psychology – Pre-Counseling	No	n/a
Master of Science (MS) in Addiction Studies/Addiction Counseling	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
MS in Clinical Mental Health Counseling	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
MS in Marriage and Family Therapy	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
MS in School Counseling	Yes	1 million occurrence/1 million aggregate-must cover entire duration of training
Doctor of Philosophy (PhD) in Counselor Education and Supervision	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
All Education Programs	No	n/a
Doctor of Health Administration (DHA)	No	n/a
MS in Human Resource Management	No	n/a
Master of Science in Nursing (MSN) (MSN-FP/ RN-MSN)	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
Doctor of Nursing Practice (DNP) (BSN-DNP / DNP Prep)	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
BS in Psychology – General Psychology	No	n/a
Graduate Certificate in Psychology – Applied Behavior Analysis	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
MS in Applied Behavior Analysis	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
MS in Clinical Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
MS in Clinical Counseling Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training

MS in Counseling Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
Doctor of Psychology (PsyD) in Clinical Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
PsyD in School Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
Specialist Certificate in School Psychology	Yes	1 million incidental/3 million aggregate-must cover entire duration of training
Master of Public Health (MPH)	No	n/a
Doctor of Public Health (DrPH)	No	n/a
Master of Social Work (MSW)	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training
MS in Human Services	Yes	1 million occurrence/3 million aggregate-must cover entire duration of training

BURBANK UNIFIED SCHOOL DISTRICT
Office of Human Resources Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Sarah Rudchenko, Assistant Superintendent, Human Resources Services
PREPARED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
SUBMITTED BY:	Lauren Trammell, Executive Assistant, Human Resources Services
DATE:	September 1, 2022
SUBJECT:	Amended of Agreement for Professional Services (Human Resources)

Background:
Pursuant to Board Policy 3312, the Board of Education's designee may contract with consultants to provide services that District staff is not able to provide.

Discussion/Issues:
The Board of Education approved an Agreement with Sign Up Interpreting Services, LLC on September 1, 2022. The District is required to provide interpreting services to employees. The previous funding approved has been exhausted and a $27,302.50 increase is needed in order to finalize payment of services rendered. The contract with Sign Up Interpreting Services, LLC, allows for employees to receive American Sign Language interpreting services as needed.

Fiscal Impact:
The amount of the agreement is not to exceed $$46,902.50.

Recommendation:
Sarah Niemann, Assistant Superintendent, Human Resources Services recommends that the Board of Education approve the Consultant Agreement between the Burbank Unified School District and Sign Up Interpreting Services, LLC, to provide American Sign Language interpreting to employees, not to exceed $27,302.50 (01.0-00000.0-72000-5810-7552000), effective September 2, 2022, through June 30, 2023, and that authority to sign the agreement be exercised pursuant to BUSD – AR 3314, as presented.

SIGN UP
INTERPRETING SERVICES, LLC

PRICING AND POLICIES

(for Burbank Unified School District)

Sign Up Interpreting Services, LLC, provides interpreting to the community from the hours of 8:00am-5:00pm, Monday to Friday. After hours and weekend services may be provided upon special request.

STANDARD Rate:

For INTERPRETING requests made with more than two business days' notice
$85.00/hour per interpreter during the hours of 8:00am-5:00pm, Monday to Friday
For CAPTIONING requests made with more than two business days' notice
$115.00/hour per interpreter during the hours of 8:00am-5:00pm, Monday to Friday

WEEKEND / AFTER-HOURS Rate:

For INTERPRETING requests made with more than two business days' notice
$105.00/hour per interpreter for weekend/evening (after 5:00pm and prior to 8:00am)
For CAPTIONING requests made with more than two business days' notice
$**130.00**/hour per interpreter for weekend/evening (after 5:00pm and prior to 8:00am)

OVERNIGHT Rate:

For requests provided between the hours 10:00pm and 6:00am will have an additional charge of 25%/hr

SPECIALTY Rate:

For requests made with more than two business days' notice
Special requests such as assignments of a complex nature, a third language, or those with a potential legal ramification may require two interpreters.
$125.00 - $200.00/hr per interpreter

EMERGENCY Rate:

For requests made with **less than** two business days' notice
Additional 25% per hour (2hr minimum) per interpreter/captioner

Any assignment exceeding two hours will be charged in half hour increment after the first two hours.

Additional Conditions:

Mileage: Mileage will generally not be charged, however in special circumstances, mileage to and from the interpreter/captionist's home location may be assessed at the applicable IRS rate ONLY when preauthorized by the requestor (as in the case of interpreter/captionist reassignment).

Parking: BUSD may be charged a reimbursement fee (at cost) for any applicable parking fees needed to fulfill an assignment at an off campus location.

Reassignment: Dispatched interpreters/captionists will be reasonably available to relocate to an alternate assignment location so long as it is within the time constraints of the original assignment.

Travel: Any vehicular travel from one assignment location to another site will be considered standard travel time and billed at the corresponding hourly rate.

Cancellations must be made prior to two business days of the pre-arranged assignment; otherwise the whole of the pre-arranged time will be charged.

P O Box 941 * Sunset Beach, CA 90742 * signupasl@gmail.com * (657) 464-4192

Billing / Invoices Payment is due at the time of services rendered. Invoices will be generated at the completion of the assignment and must be paid within 35 days of receipt. Minimum fee will be billed at twice the hourly rate per assignment.. Payment can be made to Sign Up Interpreting Svcs, LLC via check or money order. Other options may be available. Accounts past due will be subject to late charges as well as finance charges. If pursuit of collections is required, Client will be responsible for any retrieval or collection costs.
Client is responsible for providing a safe and secure access to Agency interpreters for any facilities in which services are to be provided. Client has an affirmative duty to warn Sign Up Interpreting Svcs, LLC ("Agency") of any safety concerns, health risks, or other dangers associated with providing interpreting services to Client. Client agrees to maintain industry standard liability insurance regarding visitors to its premises. Client will provide adequate direction and guidelines were appropriate to enable the Agency interpreter(s) to effectively provide services.

Agency will provide interpreters with skills consistent with industry standards. Client agrees to ensure that services are provided to the persons requiring such and agrees to indemnify, defend and hold harmless the Agency and any of its contractors, officers, owners and representatives from any damages, losses, liabilities or claims arising out of the services except for claims arising out of Agency's exemplary damages arising out of the services provided whether arising out of contract or tort, even if advised of the possibility of such damages. Agency disclaims any express or implied warranties regarding the services that are not contained in the pricing and policies.

This is an agreement entered into between the Client and Sign Up Interpreting Services, LLC ("the Agency"). By signing this agreement, the undersigned client representative agree that he/she has read and agree to the terms indicated for all future interpreting assignments by Sign Up Interpreting Services, LLC and its agents. The undersigned client representative also certifies that he/she is authorized to accept terms on behalf of the Client and constitutes acceptance of all the Rate, terms and policies set forth herein.

Client understands that Sign Up Interpreting Services, LLC is an independent Interpreting Agency and thus all parties involved are independent contractors and will be responsible for any taxes, deductions, etc. for payments received.

Client understands that this contract will supersede all other contracts made previously with Sign Up Interpreting Services, LLC and will expire only when a new contract is drawn.

Client/Business Name: ____Burbank Unified School District____

Signature: Sarah Niemann Date: 10/3/22

Print Name: Sarah Niemann Title: Assistant Superintendent, HR

Billing Information:
Contact Person: Cindy Quiterio Phone No. 818 729-4410

Email address: cindyquiterio @ burbankusd.org

Billing Address: 1900 W Olive Ave Burbank CA 91506

Please return a completed and signed form to SignUpASL@gmail.com or mail to PO Box 941, Sunset Beach, CA 90742. This form must be completed prior to any services provided.
Effective June 1, 2021 and supersedes any previous pricing and policies.

TO: Board of Education / Superintendent

Consent 6/6/2024

SUBMITTED BY: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

SUBJECT: Certificated Personnel - Report Number 23-24-20. It is recommended that the following appointments for Certificated Personnel be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedule.

ELECTION: ADULT SCHOOL SUB	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
ELIOPULOS, RULA Adult School	Adult Ed Sub Teacher Adult Ed Sub Teacher	11.0-63910.0-41106-10000-1160-5330000	100			5/1/2024

RETIRING	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
FLEISHMAN, HALLIE Huerta Middle School	Counselor Counselor - FTE:100 %	01.0-00000.0-00000-31100-1211-3210000	100	RA:006 - ST:24 STP: $1582	Began Service 9/6/1991	6/30/2024
SINGER, JANE John Muir Middle School	Special Ed Teacher - FTE:100%	01.0-65000.0-57602-11200-1110-3220000 01.0-65000.0-57602-11100-1110-3220000	40 60	RA:006 - ST:24	Began Service 8/28/2000	6/30/2024
IVANKOVIC, PATTY Washington Elementary School	Special Ed Teacher - FTE:100%	01.0-65000.0-50010-21000-1910-7440000 01.0-65000.0-57300-11104-1110-2160000	20 80	RA:006 - ST:24 STP: $4955	Began Service 9/1/1994	6/30/2024

RESIGNATION	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
FUENTES, FRANK Community Day School	Alternative Ed Admin ALTERNATIVE ED	01.0-02430.0-35500-27000-1313-5260000	100	STP: $1304	Began Service 7/1/2018	6/30/2024
LOPEZ, MELODY Roosevelt Elementary School	Elementary Teacher Elementary Teacher - FTE:100%	01.0-00000.0-11100-10000-1110-2140000	100	STP: $1582	Began Service 8/9/2021	6/30/2024
COLMAN, ADAM Burbank High School	High School Teacher Math - FTE:100%	01.0-00000.0-11100-10000-1110-4310000	100		Began Service 10/7/2015	6/30/2024
ESCOBAR, JASON Special Education	Psychologist I Psychologist I - FTE:100%	01.0-00000.0-00000-31200-1214-7440000	100	STP: $1582	Began Service 8/15/2022	6/30/2024
BALBOA, ALANA Washington Elementary School	Special Ed Teacher RSP - Multiple Subject - FTE:100%	01.0-65000.0-57700-11200-1110-2160000	100	STP: $1791	Began Service 8/29/2011	6/30/2024
ADAMS, MARK Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100		Began service: 10/03/23	5/10/2024

CERTIFICATED PERSONNEL

CONSENT 6/6/2024

BROWN, CAMILLE Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100		Began service: 9/26/2022	5/29/2024
SMITH, DOUGLAS Burbank High School	Teacher . Chemistry - FTE:100%	01.0-00000.0-11100-10000-1110-4310000	100	STP: $1582	Began Service 9/3/1992	6/30/2024

ELECTION: PROBATIONARY	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
LIEB, SAMANTHA Burbank High School	Special Ed Teacher SDC - English - FTE:100%	01.0-65000.0-57602-11200-1110-4310000	100	RA:4 - ST:6 STP: $1791		8/5/2024
MAREV, STEFAN Burbank High School	Special Ed Teacher Mild/Mod - FTE:100%	01.0-65000.0-57602-11100-1110-4310000	100	RA:006 - ST:10 STP: $3373		8/5/2024
ENGEL, TAMERA Special Education	Speech Therapist Speech Language Pathologist	01.0-65000.0-57602-11901-1110-7440000	100	RA:5 - ST:2 STP: $3373		8/5/2024

ELECTION: SUMMER	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
HOWITT, ELAYNE Adult School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11106-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
PERLIS, DEBORAH Adult School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11106-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
RUBACK, SHARYL Adult School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11106-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
CAPELLE, MELISSA Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
CURRAN, EMILY Burbank High School	Teacher: Summer School APE program	01.0-65000.0-57602-11902-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
CURRAN, RYAN Burbank High School	Teacher: Summer School APE program	01.0-65000.0-57602-11902-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
DIXON, MICHELLE Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
WAHE, DEBRA Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
WENZEL, ANNE Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
GRIFFITH, JENNIFER Instructional Services	Teacher: Summer School Elem Summer TOSA 2023	01.0-26000.0-00000-21400-1930-5489000	100		Summer School 2024	5/30/2024 7/3/2024
MAZUR, RUBY Instructional Services	Teacher: Summer School Elem Summer TOSA 2023	01.0-26000.0-00000-21400-1930-5489000	100		Summer School 2024	5/30/2024 7/3/2024
TUBBS, MARGARITA Instructional Services	Teacher: Summer School Elem Summer TOSA 2023	01.0-26000.0-00000-21400-1930-5489000	100		Summer School 2024	5/30/2024 7/3/2024

AMIT, JAIME Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
BONILLA, CINDY Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
COLLINS, BRIAN Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
COLLINS, CHANDRA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
DAVIS, AJA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
FRAIRE MEZA, ANGELICA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
GERHARTER, DARLA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
GERHARTER, DARLA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
HUBERT, LORRI Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
JUAREZ, CANDICE Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
KNIGHT, KASEY Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
LARSON, SARAH Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
LEVI, JULIE Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
MILLER, KIMBRA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
MINDEL, BRITTANY Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
MIRON, CRYSTAL Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
OLIVA, XOCHIL Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
PASHEN, CHELSEA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
PERAZA, CRISTINA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024

CERTIFICATED PERSONNEL

CONSENT 6/6/2024

REYES, DALI Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
RODRIGUEZ, LISA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
SEALE, ANDREA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
SIM, AMANDA Providencia Elementary School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
BADDERS, RANDALL Special Education	Teacher: Summer School Summer School 2024	01.0-65000.0-57601-11100-1130-5178000	100	Summer School 2024~Hourly equivalent per contract	5/30/2024 7/11/2024
BALISY, TAWNYA Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
BREEDEN, BRUCE Special Education	Teacher: Summer School Summer School 2024	01.0-65000.0-57601-11100-1130-5178000	100	Summer School 2024~Hourly equivalent per contract	5/30/2024 7/11/2024
CALDERON, SALLY Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
COZZI, ANGELA Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
CROSBY, LUCY Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
FAREWELL, REBECCA Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
GHAZARIAN, JOANIE Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
HESS-WITUCKI, MAGGIE Special Education	Teacher: Summer School Summer School 2024	01.0-65000.0-57601-11100-1130-5178000	100	Summer School 2024~Hourly equivalent per contract	5/30/2024 7/11/2024
LIDDLE-JOHNSON, MARLA Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
LUJANO, RACHEL Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
MARTINEZ, ALLISON Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024
MELENDEZ, BARLON Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57602-11901-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
STIRES, MEGAN Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/3/2024

						EFFECTIVE DATE
ZSUPNIK, CATHLEEN Special Education	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57300-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/3/2024

ELECTION: SUMMER NURSE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
CORTEZ, KIMBERLY Special Education	Nurse Summer School Nurse	01.0-65000.0-50010-31400-1230-5480000	100		Summer School 2024	5/30/2024 7/3/2024
ALEMAN, RICHERE Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
ALEMAN, RICHERE Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
CHOI, AMY Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
CORTEZ, KIMBERLY Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
JACKSON, ANNA Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
OLDROYD, JENNIFER Health Services	Teacher: Summer School Summer School Nurse ELOP	01.0-01500.0-00000-31400-1230-7420000	100		Summer School 2024	6/3/2024 7/11/2024
ALEMAN, RICHERE Instructional Services	Teacher: Summer School Summer School Nurse ELOP	01.0-26000.0-00000-31400-1230-54890000	100		Summer School 2024	5/30/2024 7/11/2024
JACKSON, ANNA Instructional Services	Teacher: Summer School Summer School Nurse ELOP	01.0-26000.0-00000-31400-1230-54890000	100		Summer School 2024	5/30/2024 7/11/2024
OLDROYD, JENNIFER Instructional Services	Teacher: Summer School Summer School Nurse ELOP	01.0-26000.0-00000-31400-1230-54890000	100		Summer School 2024	5/30/2024 7/11/2024

CHANGE OF DATE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
FARMER, DEBORAH Washington Elementary School	Elementary Teacher	01.0-01500.0-00000-21300-1910-7420000	100		Change from 6/28/24 to 6/30/24	6/30/2024

CHANGE OF END DATE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
COOPER, JACOB Human Resources	Long Term Sub Teacher English	01.0-00000.0-11100-10000-1160-7550000	100			1/23/2024 3/27/2024
COOPER, JACOB Human Resources	Long Term Sub Teacher English	01.0-00000.0-11100-10000-1160-7550000	100			1/23/2024 5/24/2024

CERTIFICATED PERSONNEL

CONSENT 6/6/2024

LEAVE OF ABSENCE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
CT 0163-23, Human Resources	Teacher Leave of Absence - FTE:100%	01.0-00000.0-00000-27000-1910-4310000	100	RA:004 - ST:12 STP: $1582		4/12/2024 4/30/2024
CT 0163-23, Human Resources	Teacher Leave of Absence - FTE:100%	01.0-00000.0-00000-27000-1910-4310000	100	RA:004 - ST:12 STP: $1582		4/12/2024 6/30/2024

ELECTION: SUBSTITUTE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
LIEB, SAMANTHA Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: $200/210		5/1/2024
PROSSER, AMY Human Resources	Sub Tchr/spec Ed Sub Tchr Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100	Salary Rate: $200/210		4/17/2024

STIPEND: LONGEVITY	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
KNAPIK, PETER Instructional Services	Longevity Assist. Superintendent Educational	01.0-00000.0-00000-72000-1314-7420000	100	STP: $243	To receive 9 year longevity	5/1/2024

DEATH OF EMPLOYEE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
LOMBARDO, KARYN Harte Elementary School	Elementary Teacher	01.0-00000.0-11100-10000-1110-2050000	100		Began Service 9/6/1990	5/7/2024
DAVIS, TODD Human Resources	Substitute Teacher Substitute Teacher	01.0-00000.0-11100-10000-1160-7550000	100		Began Service 11/1/2004	4/26/2024

ELECTION: SUMMER	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE / ENDING DATE
BERICH, ERIN Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
CORBO, REGINA Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
CORRAL, CHRIS Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
GARFIAZ, CESAR Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
MUCHA, MICHELE Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
OLFATI, GOLAK Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024
OLIVER, LEE Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100		Summer School 2024	5/30/2024 7/11/2024

RAISBECK, ERICA Burbank High School	Teacher: Summer School Summer ESY Teacher	01.0-65000.0-57601-11100-1130-5480000	100	Summer School 2024	5/30/2024 7/11/2024
ARMES, DEBORAH Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
BELIVEAU, ALYSSA Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
CARRILLO, JISELH Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
GANZEL, STEPHANIE Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
GERONIMO, EDGARDO Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
MICHELMAN, SETAPORN Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
MOORE JR, ROOSEVELT Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
MORENO, JANETH Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
STRAWN, KATHRYN Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
VARMA, ARTI Disney Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
ADAMS, ANDRIA Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
BALLESTEROS, NIDA Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
CABRAL, NATALIE Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
DIAMOND, ERIN Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
FITSPATRICK, MICHELLE Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
GODLEY, ELIZABETH Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
HARTLOVE, KATHERINE Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
MACNEILL, MICHELLE Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024

METCALF, DIANE Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
NALBANTIAN, JEAN Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
WATERS, MELISSA Emerson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
AVANESYAN, ELLIN Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
BRANAM, CAGNEY Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
DAGATA, PATRICIA Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
DOBBIN, ELLEN Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
ECHEVERRIA, ELSA Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
ELLINGSWORTH, BRANDY Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
FLORES, JENNIFER Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
HOWARD, RACHEL Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
SCHWARTZ, SARAH Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
TIMMONS, CHRISTY Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
VAUGHN, JANELLE Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024
WARNER, JACKSON Jefferson Elementary School	Teacher: Summer School Summer Learning Academy	01.0-26000.0-11100-10000-1130-5489000	100	Summer School 2024	5/30/2024 7/3/2024

ELECTION: SUMMER SUBSTITUTE	ASSIGNMENT	APPROPRIATION NUMBER	PCT	RATE OF PAY	REMARKS	EFFECTIVE DATE ENDING DATE
ANDRUSCO, ROBERT Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100			6/3/2024 7/12/2024
ATHERTON, DEBRA Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100			6/3/2024 7/12/2024
AVAGYAN, ANUSH Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100			6/3/2024 7/12/2024

CRAIN, DARLENE Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
DORSEY, ERIN Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
FLORES, JACOB Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
HAWTHORNE, RICKIE Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
HOUSE, DOROTHY Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
KRAEMER, SHANNON Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
LALICATA, TRACI Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
LEVAN, DANIEL Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
LIEB, SAMANTHA Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
MOLINA, CESAR Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
O'KEEFE, JESSICA Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
REAL, EDWIN Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
SMITH, KOURTNEY Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
SOW, KADIJATU Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024
TOSTADO, ANDREA Human Resources	Ss Sub Tchr/ss Spec Ed Substitute Teacher	01.0-00000.0-11100-10000-1130-7550000	100	6/3/2024 7/12/2024

BURBANK UNIFIED SCHOOL DISTRICT
Personnel Report No. 23-24-20

June 6, 2024
Certificated - Hourly

Name	Program/Site	Task/Project	Type	Rate	Hour Cap	Applicable Payrolls
Aguilera, Lenora	Health Services	Retention	Stipend	$10,000.00	1	August - June
Aleman, Richere	Health Services	Retention	Stipend	$10,000.00	1	August - June
Bailey, Erin Kate	Instructional Services	Class Size	Stipend	$125.00	1	January - May
Barco, Alejandro	Instructional Services	other Hourly	Hourly	$39.67	2	May
Baker, Ryan	CC	ELOP Summer School	Hourly	$34.37	15	July
Baker, Ryan	CC	ELOP Summer School	Hourly	$34.37	90	May - June
Binda, Lucien	JBHS	Other Hourly	Hourly	$39.67	1	April
Burm, Stephen	JBHS	Other Hourly	Hourly	$39.67	1	April
Campos, Kimberly	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Capelle, Melissa	Special Education	Home Teacher	Hourly	$42.39	21	May
Carino, Jeanne	Luther	Class Size	Stipend	$175.00	1	January - May
Chang, Angela	Instructional Services	Intervention Teaching	Hourly	$53.46	2	August
Choi, Amy	Health Services	Retention	Stipend	$6,200.00	1	August - June
Cook, Jacob	JBHS	Other Hourly	Hourly	$39.67	2	April
Cortez, Kimberly	Health Services	Retention	Stipend	$10,000.00	1	August - June
Coughlin, Monica	Roosevelt	Other Hourly	Hourly	$39.67	3	April
Coughlin, Monica	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Delaney, Brooke	Health Services	Retention	Stipend	$10,000.00	1	August – June
DeLaurie, Jerry	Huerta	Class Size	Stipend	$425.00	1	January - May
Del Rio, Erica	CC	ELOP Summer School	Hourly	$34.37	15	July
Del Rio, Erica	CC	ELOP Summer School	Hourly	$34.37	90	May - June
Ditty, Barbara	Providencia	Other Hourly	Hourly	$39.67	1	April
Dixon, Michelle	Special Education	Home Teacher	Hourly	$42.39	49	May - July
Drabecki, Nicole	Huerta	Class Size	Stipend	$150.00	1	January - May
Eaton, Stacy	Health Services	Retention	Stipend	$10,000.00	1	August - June
Ebert, Kendall	Luther	Class Size	Stipend	$25.00	1	January - May
Ermino, Aileen	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Esagholian, Mariet	CC	ATB Summer School	Hourly	$31.16	168	May - June
Esagholian, Mariet	CC	ATB Summer School	Hourly	$31.16	208	July - August
Evans, David	Luther	Class Size	Stipend	$400.00	1	January - May
Franco, Tony	BHS	Class Size	Stipend	$200.00	1	January - May
Fraire-Meza, Angelica	Harte	Other Hourly	Hourly	$39.67	4.5	May

Name	Program/Site	Task/Project	Type	Rate	Hour Cap	Applicable Payrolls
Frias Walters, Melanie	BHS	Class Size	Stipend	$75.00	1	January - May
Gerharter, Darla	Providencia	Other Hourly	Hourly	$39.67	3	April
Griffin, Jamie	Huerta	Class Size	Stipend	$925.00	1	January - May
Griffith, Jennifer	Jefferson	Class Coverage	Hourly	$54.74	6	May
Howitt, Elayne	FACTS	Dept. Chair Stipend	Stipend	$1,735.00	1	January - May
Jackson, Anna	Health Services	Retention	Stipend	$10,000.00	1	August - June
Jaramillo, Carmella	Roosevelt	Other Hourly	Hourly	$39.67	3	April
Jaramillo, Carmella	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Jensen, Amy	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Junkermeier, Joshua	Instructional Services	Other Hourly	Hourly	$39.67	4	April – May
Hernandez, Gloria Luz	CC	ATB Summer School	Hourly	$29.00	168	May - June
Hernandez, Gloria Luz	CC	ATB Summer School	Hourly	$29.00	208	July - August
King, Jennifer	Special Education	Teacher Add'l Duties	Hourly	$88.51	5	May - July
Knoop, Julie	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Knoop, Keith	JBHS	Other Hourly	Hourly	$39.67	1	April
Kosbab, Brenda	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Laventure, Todd	Adult-Academic	Dept. Chair Stipend	Stipend	$1,735.00	1	January - May
Lerner, Lia	Adult - ESL	Dept. Chair Stipend	Stipend	$1,735.00	1	January - May
Levan, Daniel	BHS	Other Hourly	Hourly	$39.67	10	May
Lucas, Amy	JBHS	Class Size	Stipend	$50.00	1	January - May
McKain, Allison	BHS	Class Size	Stipend	$75.00	1	January - May
McDermott, Matthew	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Michaelopoulos, Anjie	Special Education	Teacher Add'l Duties	Hourly	$104.22	50	June
Michaelopoulos, Anjie	Special Education	Teacher Add'l Duties	Hourly	$104.22	50	July
Moench, Jocelyn	CC	ATB Summer School	Hourly	$34.37	168	May - June
Moench, Jocelyn	CC	ATB Summer School	Hourly	$34.37	208	July - August
Murphy, Bridgett	Roosevelt	Other Hourly	Hourly	$39.67	3	April
Murphy, Bridgett	Roosevelt	Intervention Teaching	Hourly	$53.46	3	May
Niwa, Jennifer	Instructional Services	Other Hourly	Hourly	$39.67	3	May
Oldroyd, Jennifer	Health Services	Retention	Stipend	$6,800.00	1	August - June
Oldroyd, Jennifer	Health Services	Add'l Duties	Hourly	$72.94	1	May
Pacifici, Joy	McKinley	Other Hourly	Hourly	$39.67	3	April
Pacifici, Joy	McKinley	Intervention	Hourly	$53.46	4.5	March
Pashen, Chelsea	Washington	Class Coverage	Hourly	$54.74	3	May
Perez, Joshua	BHS	Class Size	Stipend	$100.00	1	January - May
Peters, David	JBHS	Other Hourly	Hourly	$39.67	1	April
Pintos Quispe, Mariela	Luther	Other Hourly	Hourly	$39.67	25	April - May
Rogers, Sadi	Muir	Other Hourly	Hourly	$39.67	6	April

Name	Program/Site	Task/Project	Type	Rate	Hour Cap	Applicable Payrolls
Rogers, Sadi	Muir	Substitute	Daily	$200.00	2	April
Rapp, Trevor	JBHS	Intervention	Hourly	$53.46	5	May
Rapp, Trevor	JBHS	Combo Class Stipend	Stipend	$300.00	1	January - May
Reaves, Harvey	BHS	Other Hourly	Hourly	$39.67	3	April
Robertson, Lisa	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Sanchez, Juliana	Instructional Services	Class Size	Stipend	$750.00	1	January - May
Seale, Andrea	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Seale, Andrea	Roosevelt	Other Hourly	Hourly	$39.67	1	April
Shirvani, Araks	CC	ATB Summer School	Hourly	$28.29	168	May - June
Shirvani, Araks	CC	ATB Summer School	Hourly	$28.29	208	July - August
Showell, Ashley	Miller	Other Hourly	Hourly	$39.67	1	April
Simonds, Gregory	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Staub, Bonnie	BHS	Other Hourly	Hourly	$39.67	10	May
Stilgenbauer, Kym	CC	ATB Summer School	Hourly	$34.37	168	May - June
Stilgenbauer, Kym	CC	ATB Summer School	Hourly	$34.37	208	July - August
Sullivan, Ben	Luther	Class Size	Stipend	$350.00	1	January - May
Symons, Brad	BHS	Other Hourly	Hourly	$39.37	40	March - May
Torosian, Edna	CC	ATB Summer School	Hourly	$34.37	168	May - June
Torosian, Edna	CC	ATB Summer School	Hourly	$34.37	208	July - August
Truong, Hung	JBHS	Other Hourly	Hourly	$39.67	1	April
Vezina, David	Instructional Services	Other Hourly	Hourly	$39.67	4	April - May
Viallet, Marianne	Roosevelt	Other Hourly	Hourly	$39.67	3	April
Viallet, Marianne	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Vo, Katelyn	Muir	Intervention	Hourly	$53.46	5	April – May
Walker, Amy	Providencia	Other Hourly	Hourly	$39.67	2	April
Walker, Briahna	Harte	Class Coverage	Hourly	$54.74	4	May
Walker, Briahna	Harte	Class Coverage	Hourly	$54.74	4.5	May
Warren, Will	Huerta	Class Size	Stipend	$120.00	1	January - May
Weber, Rebecca	Health Services	Retention	Stipend	$8,000.00	1	August - June
Williams, Carol	Special Education	Home Hospital	Stipend	42.39	46	May - June
Williamson, Terry	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Wills, Kathy	Roosevelt	Other Hourly	Hourly	$39.67	3	April
Wills, Kathy	Roosevelt	Intervention Teaching	Hourly	$53.46	2	April
Wisehaupt	Huerta	Class Size	Stipend	$550.00	1	January – May
Wollerton, Alicia	Providencia	Other Hourly	Hourly	$39.67	1	April
Yew, Christina	Adult-Parent Ed	Dept. Chair Stipend	Stipend	$1,735.00	1	January - May

Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Retirement								
ALVAREZ, Margarita	Custodian	01.0-00100.0-00000-82100-2210-4310000		38-VI	A		05-31-24	Burbank High School Began service 07-19-11
DAVIES, Shelley	Paraeducator – English Language Learner	01.0-01501.0-47600-10000-2110-2140000		37-VI	D		08-10-24	Roosevelt Elementary Began service 11-06-95
MORGAN, Margaret	Senior Secretary	01.0-00000.0-00000-27000-2410-4320000		42-VI	B		06-29-24	Burroughs High School Began Service 06-05-97
Resignation								
DEL CASTILLO,	Paraeducator – Primary Language Support	01.0-01500.0-47601-10000-2110-2090000	.375	37-II	D		07-03-24	McKinley Elementary
GOURIAN, Sarah	School Office Manager – Elementary	01.0-00000.0-00000-27000-2410-2090000	1.0	43-III	C		06-14-24	McKinley Elementary
HOWARD, Chelsea	Paraeducator – Special Education	01.0-65000.0-57602-11100-2110-2140000	.7913	38-II	D		05-24-24	Roosevelt Elementary
MINASSIANS, Alex	Library Coordinator – Elementary	01.0-01500.0-00000-24200-2210-2060000	.75	36-VI	D		07-03-24	Jefferson Elementary
PORTILLO, Alina	Paraeducator – Deaf and Hard of Hearing	01.0-65000.0-57602-11104-2110-2160000	.75	39-III	D		05-24-24	Washington Elementary
RODRIGUEZ, Noemi	Paraeducator – Adult Learning Center	11.0-63910.0-41106-10000-2110-5330000	.625	36-IV	E		05-18-24	Burbank Adult School
WHISLER, Reed	Paraeducator – Special Education	01.0-65000.0-57602-11200-2110-2090000	.75	38-III	D		05-23-24	McKinley Elementary
Termination								
CL-0062-24	Human Resources	01.0-90201.0-00000-24200-2210-2058700 01.0-00000.0-00000-24200-2210-2052000	16.67 83.33	42-II	D	05-14-24		Human Resources

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
39 Month Reemployment								
ABRAMYAN, ODET	Food Service Assistant	13.0-53100.0-00000-37000-2210-4320000	.3125	37-VI	D	04-25-24		Burroughs High School Exhausted all Paid Time
CRUZ, Guillermo	Campus Supervisor	01.0-00000.0-00000-83000-2210-4320000	1.0	36-VI	D	05-15-24		Burroughs High School Exhausted all Paid Time
Leave								
CL-0061-24	Human Resources	01.0-81500.0-00000-81100-2210-7523000		58-VI	A	05-15-24	06-30-24	Human Resources
BAKAS, Angelica	Paraeducator – English Language Learner	01.0-01500.0-47600-10000-2110-2130000 01.0-30100.0-47600-10000-2110-2139000	.4615 .5385	37-VI	D	05-08-24	05-23-24	Providencia Elementary
BAKAS, Angelica	Community Resource Assistant	01.0-01501.0-47600-27000-2410-2130000	.1875	37-III	D	05-08-24	05-23-24	Providencia Elementary
BERCINI, Lydia	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2110-7440000	.8125	45-V	D	05-08-24	05-23-24	Special Education
CURRY, Rozana	Paraeducator – Severely Impaired	01.0-33100.0-57602-11100-2110-2033000	.75	41-V	D	05-13-24	05-23-24	Emerson Elementary
DE LA CRUZ, Johanna	Campus Supervisor	01.0-00000.0-00000-83000-2210-4310000	1.0	36-VI	D	04-29-24	05-10-24	Burbank High School
NAVARRO, Silvia	Food Service Assistant	13.0-53100.0-00000-37000-2210-4320000	.3438	37-VI	D	05-07-24	05-23-24	Burroughs High School
NAVARRO, Silvia	Food Service Assistant	13.0-53100.0-00000-37000-2210-4320000	.3125	37-VI	D	05-07-24	05-23-24	Burroughs High School
POSTELL, Cristelle	Paraeducator – DHH	01.0-65000.0-57601-11106-2110-5330044	.75	39-IV	D	01-22-24	05-13-24	Burbank Adult School (Adjustment of dates)
Additional Compensation for Working Out of Class								
LAMB, Andrea	Manager Reprographics and District Warehouse	01.0-00500.0-00000-75500-2312-7401000		H-VII	A	07-01-22	06-30-24	Warehouse Services

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

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Additional Compensation for Longevity								
GUERRA, Griselda	Custodian	01.0-00100.0-00000-82100-2210-2160000		38-VI	A	05-01-24		Facilities Services 10 yrs./ $142 monthly
SOTOLONGO, Tairy	Paraeducator – Healthcare	01.0-65000.0-57601-11908-2110-32030000		41-VI	D	05-01-24		Luther Middle School 10 yrs./ $142 monthly
Additional Compensation for Bilingual Translation								
CASTELLON, Kristie	ELD/Office Specialist I	01.0-01501.0-47600-27000-2410-7420000		35-VI	C	08-14-23	05-23-24	Instructional Services
LARA, Armida	Paraeducator – English Language Learner	01.0-01501.0-47600-10000-2110-2020000		37-VI	D	07-01-21	05-31-24	Edison Elementary
LARA, Armida	Paraeducator – English Language Learner	01.0-01501.0-47600-10000-2110-2050000		37-VI	D	07-01-21	05-31-24	Bret Harte Elementary
Change of Assignment – Classification/Location/FTE								
CASILLAS, Olga	Custodian	01.0-00100.0-00000-82100-2210-4320000		38-I	A	04-01-24		Burbank High School
GERHARTER, David	Director – Purchasing Warehouse, Reprographics	01.0-00000.0-00000-72000-2311-7530000		B-V	A	04-29-24		Fiscal/Facilities Services
GIAMPIETRO, Tina	Food Service Operations Technician	13.0-53100.0-00000-37001-2410-7490000		44-VI	B	07-17-24		Food Services Department
GONZALEZ, Steven	Paraeducator – Adult Education/Learning Center	11.0-63910.0-41106-10000-2110-5330000		36-I	D	05-06-24		Burbank Adult School
QUITERIO, Cindy	Executive Assistant/ Public Information Officer	01.0-00000.0-00000-71500-2411-7410000		A-VII	A	04-05-24		Superintendent's Office
QUITERIO, Nicole	Secretary III	01.0-60100.0-00000-72000-2410-7429000 01.0-26000.0-00000-72000-2410-7429000		37-III	A	04-01-24		Child Development Department

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

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Change of Assignment – Classification/Location/FTE (Continued)								
WHITNEY, Marilyn	Career Vocational Services	01.0-58100.0-50010-31101-2210-7440000 01.0-65200.0-50010-31101-2210-7440000	.40 .60	40-VI	C	03-01-24		Special Education Services
Election – Monthly								
BALLADARES, Lloyd	School Safety & Utility Custodian	01.0-90710.0-00000-83000-2210-7522000		39-I	A	05-02-24		John Burroughs High School
ESCONTRIAS, Jacob	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2160-7440000		45-I	D	04-15-24		Special Education (Correction)
KIM, Candace	Paraeducator – Special Education	01.0-33100.0-57602-11100-2110-2030000	.75	38-III	D	05-06-24		Emerson Elementary
LOPEZ, Jennifer	Food Service Assistant	13.0-53100.0-00000-37000-2210-2140000	.1875	37-I	D	05-01-24		Roosevelt Elementary
NARKWATCHARA, Violet	Food Service Assistant	13.0-53100.0-00000-37000-2210-2090000	.1250	37-I	D	05-01-24		McKinley Elementary
Election – Additional Assignment								
LOPEZ, Anastasia	Campus Supervisor	11.0-63910.0-41101-83000-2210-5330000 11.0-63910.0-41102-83000-2210-5330000 11.0-63910.0-41104-83000-2210-5330000 11.0-63910.0-41106-83000-2210-5330000 11.0-00639.0-41100-83000-2210-5330000	.14 .29 .25 .12 .20	36-I	E	05-01-24		Burbank Adult School
QUITERIO, Nicole	Secretary III	01.0-26000.0-00000-72000-2430-7429000		37-III	A	04-01-24	04-30-24	Child Development Department
Election – Hourly								
AGARONIAN, Ruzanna	LTS – Secretary III	01.0-00000.0-00000-27000-2460-7550000		37-I	G	03-07-24	04-30-24	Human Resources
AGARONIAN, Ruzanna	Bilingual Translator	01.0-00000.0-00000-27000-2950-5751000		$25.00	G	05-01-24	06-14-24	Independent Learning Academy
ALEGRIA, Hector	Lead Custodian	01.0-00000.0-00000-83000-2240-4321000		43-V	A	05-05-24	05-06-24	Facilities Services

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Election – Hourly (Continued)								
ALEGRIA, Hector	Lead Custodian	01.0-00000.0-00000-83000-2240-4321000		43-V	A	05-06-24	05-06-24	Facilities Services (Additional Hours)
ALEGRIA, Hector	Lead Custodian	01.0-90711.0-81000-50002-2240-7528000		43-V	A	05-04-24	05-04-24	Facilities Services (Additional Hours)
ALVAREZ BENJUMEA, Carlos	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	04-27-24	06-30-24	Lead Custodian
ANZO, Manuel	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-05-24	04-05-24	Facilities Services
ANZO, Manuel	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-12-24	04-12-24	Facilities Services (Additional Hours)
ANZO, Manuel	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-16-24	04-16-24	Facilities Services (Additional Hours)
ANZO, Manuel	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-19-24	04-19-24	Facilities Services (Additional Hours)
ANZO, Manuel	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-23-24	04-23-24	Facilities Services (Additional Hours)
AVINA, Manuel	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	04-20-24	06-30-24	Facilities Services
BALLADARES, Lloyd	School Safety and Utility Custodian	01.0-00000.0-00000-83000-2240-4321000		39-I	A	05-05-24	05-06-24	Facilities Services
BALLADARES, Lloyd	School Safety and Utility Custodian	01.0-00000.0-00000-83000-2240-4321000		39-I	A	05-06-24	05-06-24	Facilities Services (Additional Hours)
BARRAGAN, Erika	Attendance Technician	01.0-00000.0-00000-27000-2440-4321000		35-VI	C	04-30-24	04-30-24	Burroughs High School
BISWAS, Protiva	Food Service Assistant	13.0-53100.0-00000-37000-2230-2060000		37-I	D	04-01-24	05-24-24	Jefferson Elementary
BROWN, Denise	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2130-7440000		45-VI	D	04-01-24	05-24-24	Special Education
BROWN, Jordan	Behavior Intervention Assistant	01.0-65000.0-57602-11100-2160-7440000		45-I	G	04-22-24		Human Resources

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Election – Hourly (Continued)								
CALDERON MARISCAL, Yashin	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	05-04-24	06-30-24	Facilities Services
CALZADILLA, Jose	Campus Supervisor	01.0-90904.0-00000-83000-2240-4328100		36-VI	D	04-01-24	04-30-24	Burroughs High School
CAMPBELL, Cheryl	Paraeducator – Healthcare	01.0-65000.0-57601-11905-2140-7440000		41-VI	D	04-27-24	04-27-24	Special Education
CAMPBELL, Cheryl	Paraeducator – Healthcare	01.0-65000.0-57601-11905-2130-7440000		41-VI	D	04-27-24	04-27-24	Special Education
CASILLAS, Olga	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	05-04-24	05-04-24	Facilities Services
CASTILLO-CABRERA, Jose Anthony	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	04-20-24	06-30-24	Facilities Services
CECENA, Carmen	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-III	A	05-04-24	06-30-24	Facilities Services
CELIS, Juan	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	05-05-24	06-30-24	Facilities Services
CHAVEZ, Jasmine	Behavior Intervention Assistant	01.0-65000.0-57601-11100-2130-7440000		45-II	D	04-22-24	04-22-24	Special Education
CHAVEZ, Jasmine	Behavior Intervention Assistant	01.0-65000.0-57602-11100-2140-7440000		45-II	D	05-11-24	05-11-24	Special Education
CHAVEZ, Jasmine	Behavior Intervention Assistant	01.0-65000.0-57602-11100-2140-7440000		45-II	D	05-11-24	05-11-24	Special Education (Additional hours)
COLSON, Mary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2058200		35-VI	D	05-10-24	05-10-24	Bret Harte Elementary
CORDOVA, Oscar	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	05-03-24	05-03-24	Facilities Services
DAVIES, Shelley	Paraeducator – English Language Learner	01.0-90201.0-00000-27000-2930-2148200		37-VI	D	04-18-24	04-18-24	Roosevelt Elementary
DE LA CRUZ, Ruby	Attendance Technician	01.0-00000.0-00000-27000-2430-3211000		35-III	C	04-19-24	04-19-24	Huerta Middle School
DIAZ, Juan Carlos	Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	04-25-24	04-25-24	Facilities Services

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Election – Hourly (Continued)								
DUENAS, Christina	Campus Supervisor	01.0-00000.0-00000-83000-2230-3201000		36-VI	D	05-03-24	05-03-24	Luther Middle School
DUENAS, Christina	Campus Supervisor	01.0-00000.0-00000-83000-2240-3201000		36-VI	D	05-03-24	05-03-24	Luther Middle School
ESWARAN, Sastika	Food Service Assistant	13.0-53100.0-00000-37000-2230-2030000		37-I	D	04-01-24	05-24-24	Emerson Elementary
FAUDREE, Steven	Paraeducator – Severe Behavior II	01.0-65000.0-57601-11905-2130-7440000		47-VI	D	05-01-24	05-01-24	Special Education
FINNEY, Thomas	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2130-7440000		45-I	D	04-25-24	04-25-24	Special Education
FLORES, Fernando	Children's Center Service Worker	12.0-90602.0-00000-82110-2140-7540000		38-VI	D	05-01-24	06-30-24	Children's Services
FLORES, Fernando	Children's Center Service Worker	12.0-90602.0-00000-82110-2140-7540000		38-VI	D	07-01-24	08-30-24	Children's Services
GALVAN, Jaqueline	LTS – Secretary III	01.0-00000.0-00000-27000-2460-7550000		37-I	G	03-01-24	04-30-24	Human Resources (Extend End Date)
GAMMON, Chad	LTS – Campus Supervisor	01.0-00000.0-00000-83000-2260-7550000		36-I	G	04-01-24	04-30-24	Human Resources
GARGINYAN, Mariam	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2051000		35-I	D	05-08-24	05-08-24	Bret Harte Elementary
GERARD, Peter	Behavior Intervention Assistant	01.0-65000.0-57601-11100-2130-7440000		45-I	D	05-10-24	05-10-24	Special Education
GERARD, Peter	Behavior Intervention Assistant	01.0-65000.0-57601-11100-2140-7440000		45-I	D	05-10-24	05-10-24	Special Education
GUMM, Rachel	Paraeducator – Special Education	01.0-90201.0-00000-27000-2930-2148200		38-VI	D	04-18-24	04-18-24	Roosevelt Elementary
GUTIERREZ, Silvia	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2140-7440000		45-VI	D	04-27-24	04-27-24	Special Education
GUTIERREZ, Silvia	Behavior Intervention Assistant	01.0-65000.0-57601-11905-2130-7440000		45-VI	D	04-27-24	04-27-24	Special Education

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Election – Hourly (Continued)								
HARRIS, Jennifer	Senior Attendance Technician	01.0-00000.0-00000-27000-2440-4321000		39-VI	A	04-30-24	04-30-24	Burroughs High School
HARTUNG, Cory	School Office Manager	11.0-63910.0-41101-27000-2440-5330000 11.0-63910.0-41102-27000-2440-5330000 11.0-63910.0-41104-27000-2440-5330000 11.0-63910.0-41106-27000-2440-5330000	.10 .40 .30 .20	43-I	G	05-09-24	05-31-24	Burbank Adult School
HARTUNG, Cory	School Office Manager	11.0-63910.0-41101-27000-2430-5330000 11.0-63910.0-41102-27000-2430-5330000 11.0-63910.0-41104-27000-2430-5330000 11.0-63910.0-41106-27000-2430-5330000	.10 .40 .30 .20	43-I	G	05-09-24	05-31-24	Burbank Adult School
HEDER, Sarah	Library Coordinator – Elementary	01.0-90201.0-00000-27000-2930-2148200		36-IV	D	04-16-24	04-18-24	Roosevelt Elementary
HILTERMANN, Catherine	Educational Interpreter II – DHH	01.0-65000.0-57602-11104-2140-7440000		55-III	D	04-01-24	05-24-24	Special Education
JEAN, Lori	Paraeducator – Children's Center	12.0-90602.0-11100-10000-2160-7547000		37-I	G	05-24-24	08-09-24	Human Resources
JOHNSON, Laron	Campus Supervisor	01.0-90904.0-00000-83000-2240-4328100		36-I	D	04-01-24	04-30-24	Burroughs High School
JOHNSON, Laron	Campus Supervisor	01.0-00000.0-00000-83000-2240-4321000		36-I	D	04-20-24	04-20-24	Burroughs High School
KIRKPATRICK, Gloria	Behavior Intervention Assistant	01.0-65000.0-57601-11100-2140-7440000		45-VI	D	05-10-24	05-10-24	Special Education
KIRKPATRICK, Gloria	Behavior Intervention Assistant	01.0-65000.0-57601-11100-2130-7440000		45-VI	D	05-10-24	05-10-24	Special Education
KHODABAKHSHI, Araz	Bilingual Translator	01.0-00000.0-00000-27000-2950-5751000		$25.00	G	04-01-24	06-14-24	Independent Learning Academy
KRAAN, Ian	Grounds Technician	01.0-90708.0-81000-50002-2240-7528000		43-III	A	05-11-24	06-30-24	Facilities Services
LAGUNA HERNANDEZ, Maria	Custodian	01.0-00100.0-00000-82100-2240-7521000		38-II	A	04-22-24	06-30-24	Facilities Services

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
LAGUNA HERNANDEZ, Maria	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-II	A	04-20-24	06-30-24	Facilities Services (Additional Hours)
LEIVA, Nereyda	Paraeducator – Special Education	01.0-65000.0-57602-11100-2140-7440000		38-VI	D	04-01-24	05-24-24	Special Education
LEWIS, Lesley	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2148200		35-VI	D	03-26-24	04-12-24	Roosevelt Elementary
LINARES, Edgar	Custodian	01.0-90711.0-81000-50002-2240-7528000		38-VI	A	05-04-24	05-04-24	Facilities Services
LING, Andrew	Tech Support Specialist II	01.0-90708.0-81000-50002-2240-7528000		60-VI	A	04-13-24	04-13-24	Technology Services
LOPEZ, Jennifer	Food Service Assistant	03.0-53100.0-00000-37000-2230-2140000		37-I	D	04-01-24	05-24-24	Roosevelt Elementary
LOPEZ, Jennifer	Food Service Assistant	13.0-53100.0-00000-37000-2260-7490000		37-I	G	05-01-24		Human Resources
LOVE, Artese	Food Service Utility Driver	13.0-53100.0-00000-37000-2230-7490002		42-III	C	04-01-24	06-06-24	Food Services
LUKIC, Aleksia	At Risk Intervention Specialist	01.0-30100.0-11100-31100-2230-2019000		53-VI	D	05-28-24	05-28-24	Disney Elementary
MACIAS ROMERO, Oscar Arman	Lead Custodian	01.0-00100.0-00000-82100-2240-7521000		43-VI	A	04-26-24	06-30-24	Facilities Services
MAGANA, Victor	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-I	A	04-13-24	06-30-24	Facilities Services
MARTINEZ, Robert	Plumber	01.0-81500.0-00000-81100-2240-7523100		55-VI	A	04-27-24	06-03-24	Facilities Services
MARROQUIN, Ralph	Campus Supervisor	01.0-00000.0-00000-83000-2230-3211000		36-III	D	04-01-24	04-30-24	Huerta Middle School
MARROQUIN, Ralph	Campus Supervisor	01.0-00000.0-00000-83000-2240-3211000		36-III	D	05-03-24	05-03-24	Huerta Middle School
MARROQUIN, Ralph	Campus Supervisor	01.0-00000.0-00000-83000-2230-3211000		36-III	D	04-01-24	05-23-24	Huerta Middle School (Date correction)
MCCORKLE, Stephanie	Campus Supervisor	01.0-00000.0-00000-83000-2240-3201000		36-VI	D	05-03-24	05-03-24	Luther Middle School

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
MCDONALD, Cheryl	Campus Supervisor	01.0-00000.0-00000-83000-2240-3211000		36-VI	D	05-04-24	05-04-24	Huerta Middle School
MCDONALD, Cheryl	Campus Supervisor	01.0-00000.0-00000-83000-2240-3211000		36-VI	D	05-03-24	05-03-24	Huerta Middle School
NAZARYAN, Armen	Campus Supervisor	01.0-00000.0-00000-83000-2240-4311000		36-IV	D	03-03-24	03-30-24	Burbank High School
NEMINOVA, Victoriya	Behavior Intervention Assistant	01.0-65000.0-57602-11100-2140-7440000		45-I	D	05-11-24	05-11-24	Special Education
NEMINOVA, Victoriya	Behavior Intervention Assistant	01.0-65000.0-57602-11100-2140-7440000		45-I	D	05-11-24	05-11-24	Special Education (Additional hours)
OCAMPO, Zachary	Campus Supervisor – Elementary	01.0-90201.0-00000-24950-2930-2058200		35-III	D	05-10-24	05-10-24	Bret Harte Elementary
OCAMPO, Zachary	Campus Supervisor – Elementary	01.0-00000.0-11100-10009-2930-2051000		35-III	D	05-08-24	05-08-24	Bret Harte Elementary
OCHOA, Steven	Food Service Assistant	13.0-53100.0-00000-37000-2230-3220000		37-II	D	04-01-24	05-24-24	Muir Middle School
OLIVAREZ CASTILLO, Rosa	Custodian	01.0-00100.0-00000-82100-2260-7520000		38-I	G	05-15-24		Human Resources
PAIGE, Della	Lead Custodian	01.0-81500.0-00000-82100-2240-7523300		43-VI	A	05-04-24	05-04-24	Facilities Services
PAREDES, Xiomara	Educational Interpreter II – DHH	01.0-65000.0-57602-11104-2140-7440000		32-VI	D	08-12-24	05-23-24	Special Education
PEREZ, Joseph	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	05-05-24	06-30-24	Facilities Services
PETRIE, Jon	Plasterer/Cement Finisher	01.0-81500.0-00000-81100-2240-7523100		52-VI	A	03-30-24	06-30-24	Facilities Services
POZOS, Salvador	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	04-02-24	04-02-24	Facilities Services
POZOS, Salvador	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	05-07-24	05-07-24	Facilities Services (Additional Hours)
POZOS, Salvador	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	05-07-24	06-30-24	Facilities Services (Additional Hours)

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
POZOS, Salvador	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	05-03-24	05-03-24	Facilities Services (Additional Hours)
QUITERIO, Nicole	Secretary III	01.0-26000.0-00000-72000-2440-7429000		37-III	A	04-01-24	05-30-24	Child Development Department
REYES, Abram	Grounds Technician	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	05-04-24	06-30-24	Facilities Services
RODRIQUEZ-AVILA Arlene	Senior Secretary	12.0-90602.0-00000-27000-2440-7540000		42-VI	A	04-01-24	05-30-24	Child Development Department
RODRIGUEZ, Sergio	Maintenance Leadperson	01.0-81500.0-00000-81100-2240-7523100		62-VI	A	04-27-24	06-03-24	Facilities Services
ROOT, Tiffany	Instructional Media Technology Specialist - Elementary	01.0-90201.0-00000-27000-2930-2148200		42-VI	D	04-18-24	04-18-24	Roosevelt Elementary
ROSALES HERNANDEZ, Edel	Grounds Technician	01.0-81500.0-00000-82100-2240-7523300		43-I	A	04-28-24	04-28-24	Facilities Services
SANCHEZ, Cynthia	Paraeducator – DHH	01.0-65000.0-57602-11100-2130-7440000		39-VI	D	05-24-24	05-24-24	Special Education
SANCHEZ, Hugo	Integrated Pest Management & Grounds Technician	01.0-81500.0-00000-82100-2240-7523300		48-VI	A	05-05-24	05-05-24	Facilities Services
SANDOVAL, Efren	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	05-03-24	05-03-24	Facilities Services
SARGSYAN, Hermine	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2930-2109000		35-VI	D	04-25-24	04-25-24	Miller Elementary
SARGSYAN, Hermine	Campus Supervisor – Elementary	01.0-30100.0-11100-10009-2940-2109000		35-VI	D	04-25-24	04-25-24	Miller Elementary
SHAW, Maureen	Campus Supervisor	01.0-90904.0-00000-83000-2240-4328100		36-I	G	04-01-24	04-30-24	Burroughs High School
STOTT, Michael	Facilities Worker	01.0-81500.0-00000-81100-2240-7523100		46-VI	A	03-30-24	06-30-24	Facilities Services
TORRES, Consuelo	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	04-12-24	06-30-24	Facilities Services
TORRES, Consuelo	Custodian	01.0-90708.0-81000-82100-2240-7528000		38-VI	A	05-03-24	05-03-24	Facilities Services (Additional Hours)

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Hourly (Continued)								
VASQUEZ, Jose	Campus Supervisor	01.0-00000.0-00000-83000-2240-3211000		36-IV	D	05-03-24	05-03-24	Huerta Middle School
VAZQUEZ, Jessica Ann	Secretary III	01.0-00000.0-00000-27000-2430-2091000		37-I	G	05-01-24	05-31-24	McKinley Elementary
VILLALTA, Maria	Food Service Assistant	13.0-53100.0-00000-37000-2230-3200000		37-VI	D	04-01-24	05-24-24	Luther Middle School
VILLALTA, Roberto	Custodian	01.0-90708.0-81000-50002-2240-7528000		38-VI	A	04-06-24	06-30-24	Facilities Services
YANEZ, Arturo	LTS – Elementary PE Assistant	01.0-00000.0-11100-10000-2160-7550000		36-I	G	02-13-24	04-09-24	Human Resources (Extend End Date)
ZELAYA, Raul	Lead Custodian	01.0-90708.0-81000-50002-2240-7528000		43-VI	A	04-12-24	06-30-24	Facilities Services
Election – Student Helpers								
GROSSNICKLE, Maddalena	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		$16.00	F	06-01-24	06-30-24	Special Education
LEMOINE, Anthony	Student Worker	13.0-53100.0-00000-37000-2933-4320000		$16.00	F	05-01-24	05-26-24	Burroughs High School
MEANS, Aidan	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		$16.00	F	06-01-24	06-30-24	Special Education
PARADA, Morris	YETP Student Worker	01.0-58100.0-57602-11100-2933-7440000		$16.00	F	06-01-24	06-30-24	Special Education
SMITH, Neala	Student Worker	13.0-53100.0-00000-37000-2933-4320000		$16.00	F	05-01-24	05-26-24	Burroughs High School
Election – Walk on Coach								
BISHOP, Gina	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		$16.00	F	04-01-24	05-23-24	Muir Middle School
BOLGER, Morgan	Short Term Athletic	01.0-90904.0-15001-42000-2171-4318100		$15.50	F	12-02-23	12-31-23	Burbank High School
BOLGER, Morgan	Short Term Athletic	01.0-90904.0-15001-42000-2171-4318100		$16.00	F	01-01-24	01-31-24	Burbank High School
BOLGER, Morgan	Short Term Athletic	01.0-90904.0-15001-42000-2171-4318100		$16.00	F	02-01-24	02-29-24	Burbank High School
BOLGER, Morgan	Short Term Athletic	01.0-90904.0-15001-42000-2171-4318100		$16.00	F	03-01-24	03-31-24	Burbank High School

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
DANIELS, Ryan	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		$16.00	F	03-01-24	03-31-24	Burroughs High School
DIAZ, Alejandra	Short Term Performing Arts	01.0-90904.0-17011-41000-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
DIAZ, Alejandra	Short Term Performing Arts	01.0-90904.0-17011-41000-2171-4318100		$16.00	F	05-01-24	05-31-24	Burbank High School
DIAZ, Kameron	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		$16.00	F	03-01-24	04-30-24	Burroughs High School
DIEGO, Revin	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		$16.00	F	03-01-24	04-30-24	Burroughs High School
HARRIS, Rene	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		$16.00	F	04-01-24	05-23-24	Muir Middle School
HIRANO, Jennifer	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
JOHNSON, Nathan	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
KELLOGG, Mitchell	Short Term Athletic	01.0-90904.0-15001-24000-2171-4328100		$16.00	F	03-01-24	04-30-24	Burroughs High School
LERNER, Davis	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
LOGAN, Nicolina	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
MAGALLON, Michael	Short Term Athletic	01.0-90904.0-15001-24000-2171-4328100		$16.00	F	03-01-24	04-30-24	Burroughs High School
MARKOSIAN, Herman	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
MARKOSIAN, Herman	Short Term Performing Arts	01.0-90201.0-17006-41002-2171-3228300		$16.00	F	04-01-24	05-23-24	Muir Middle School
MATHEUS, Sonia	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
MCCORMICK, Lisa	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
MINTZ-KREYNS, Emily	Short Term Performing Arts	01.0-90904.0-17007-41001-2171-3228100		$16.00	F	04-01-24	05-23-24	Muir Middle School
MIRZAIAN, Alexa	Short Term Athletic	01.0-00000.0-15001-42000-2171-4310000		$16.00	F	05-03-24		Burbank High School
MOFFITT, Barclay	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
MOFFITT, Barclay	Short Term Performing Arts	01.0-90703.0-17006-41002-2171-3228000		$16.00	F	04-01-24	05-23-24	Muir Middle School
MURPHY, Mary	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
MURPHY, Mary	Short Term Performing Arts	01.0-90703.0-17006-41002-2171-3228000		$16.00	F	04-01-24	05-23-24	Muir Middle School
NELSON, Paul	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
NELSON, Paul	Short Term Performing Arts	01.0-90703.0-17006-41002-2171-3228000		$16.00	F	04-01-24	05-23-24	Muir Middle School
NOTIAS, Greg	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
ORTEGA-JENNISON, Martin	Short Term Athletic	01.0-90201.0-11100-10000-2930-2148800		$16.00	F	05-01-24	05-23-24	Burroughs High School
ROMERO, Erlinda	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
SPOHN, Mary Sola	Short Term Performing Arts	01.0-90904.0-17005-41004-2171-4328100		$16.00	f	04-01-24	05-31-24	Burroughs High School
TAORMINA, Frank	Short Term Athletic	01.0-90904.0-15001-42000-2171-4328100		$16.00	F	03-01-24	04-30-24	Burroughs High School

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Personnel Report No. 23-24-20 June 6, 2024 Classified Personnel

Name	Position	Program/Site	%Time FTE	Range & Step	Basis	Effective Date	Ending Date	Remarks
Election – Walk on Coach (Continued)								
UVAS, Ivan	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
VAN DEN ELZEN, Kevin	Short Term Performing Arts	01.0-90904.0-17006-41002-2171-4318100		$16.00	F	04-01-24	04-30-24	Burbank High School
VAN DEN ELZEN,	Short Term Performing Arts	01.0-90703.0-17006-41002-2171-3228000		$16.00	F	04-01-24	05-23-24	Muir Middle School

Signature _____

Title: Sarah Rudchenko, Assistant Superintendent, Human Resources Services

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Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Ratification of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to ratify an agreement for professional services to conduct an Independent Educational Evaluation (IEE) for the Special Education Student 960034998, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

When a parent of a student with a disability does not agree with the results of a special education assessment of their student, as conducted by the school team, they have the right to obtain an Independent Educational Evaluation (IEE), at no cost to the parent (§300.502).

Fiscal Impact:

Not to exceed $1,000.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education ratify an agreement between the Burbank Unified School District and Hear Now dba Abramson Audiology, to provide to provide an Independent Educational Evaluation (IEE) and attend an IEP for Special Education Student 960034998, not to exceed $1,000 (01.0-65000.0-57602-11900-5850-7440000), effective May 24, 2024 through December 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

RATIFIED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 22nd day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Hear Now dba Abramson Audiology hereinafter referred to as "Consultant."

Payee's Name: Hear Now dba Abramson Audiology Daytime Phone Number: 949-495-3327

Mailing Address: 33292 Astoria St, Dana Point, CA 92629 Email Address: frontdesk@hearnowoc.com

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: 06/06/2024 Account Code: 01.0-65000.0-57602-11900-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, for a total not to exceed $1,000 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on: 05/24/2024 and terminating on: 12/30/2024.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which Hear Now dba Abramson Audiology will provide an Independent Education Evaluation (IEE) in the area of CAPD and attend an IEP meeting for Special Education Student 960034998.
5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to provide the following to District:
    - Proof of COVID 19 vaccination
    - Sign and return Districts COVID-19 addendum

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Hear Now dba Abramson Audiology the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Hear Now dba Abramson Audiology from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Hear Now dba Abramson Audiology shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Hear Now dba Abramson Audiology or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Hear Now dba Abramson Audiology, its agents, subcontractors, employees or other representatives referred to in this Agreement, Hear Now dba Abramson Audiology shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Hear Now dba Abramson Audiology fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Hear Now dba Abramson Audiology demand.

District shall save and hold Hear Now dba Abramson Audiology, harmless from and against and shall indemnify Hear Now dba Abramson Audiology for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Hear Now dba Abramson Audiology is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Hear Now dba Abramson Audiology may defend the same and any expenses, including reasonable attorney's fees, which Hear Now dba Abramson Audiology may pay or incur in defending said action and the amount of any judgment which Hear Now dba Abramson Audiology may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director, Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Hear Now dba Abramson Audiology
Consultant/Company

Print Representative Name

Title

Signature

Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	May 22, 2024
SUBJECT:	Amendment of Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to amend an agreement for professional services to hire an outside speech and language pathologist (as a consultant) to provide support and assessments to Special Education Students. The consultant will assist with assessments, writing the assessment reports and attending IEP's of Special Education Students.

Discussion/Issues:

The District is obligated to provide assessments and implement Individualized Education Plans (IEP's) for students who attend our schools. The District does not have current staff available to support caseload overage and is, therefore, contracting with a consultant to remain in compliance with IEP and Ed Code regulations.

Fiscal Impact:

Not to exceed $395,832.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education amend an agreement between Burbank Unified School District and Gary D Stromberg & Associates, LLC, to provide three speech and language pathologists, not to exceed $395,832 (01.0-65000.0-57602-11901-5850-7440000), effective August 7, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was September 7, 2023 for a total not to exceed $392,832. This amendment extends the end date to June 30, 2024 which increases the total by $3,000 making the total not to exceed $395,832.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

AMENDED CONSULTANT AGREEMENT - SLPs

TERM OF AGREEMENT

This Agreement, made and entered into this 22nd day of May 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Gary D Stromberg & Associates, LLC hereinafter referred to as "Consultant."

Payee's Name: Gary D Stromberg & Associates, LLC Daytime Phone Number: 716-982-6556

Mailing Address: 3116 S. Mille Ave. #109, Tempe, AZ 85282

Email Address: louisstromberg@gmail.com

Sponsoring Administrator: John Paramo Superintendent Special Education
Print Name Title Signature Location

Board Approval: ~~09/07/2023~~ 06/06/2024 Account Code: 01.0-65000.0-57602-11901-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $88 per hour, 40 hours each SLP per week for a total not to exceed **~~$392,832~~ $395,832**

2. The term of the Agreement shall be the period commencing on: 08/07/2023 and terminating on: ~~05/24/2024~~ 06/30/2024.

3. Payment Terms: Net 45 Days

4. District desires to enter into an Agreement in which Gary D Stromberg & Associates, LLC will provide up to three (3) speech and language pathologists for support and assessments for special education students.

5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.

6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.

7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to Gary D Stromberg & Associates, LLC the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless Gary D Stromberg & Associates, LLC from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

Gary D Stromberg & Associates, LLC shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of Gary D Stromberg & Associates, LLC or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of Gary D Stromberg & Associates, LLC, its agents, subcontractors, employees or other representatives referred to in this Agreement, Gary D Stromberg & Associates, LLC shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If Gary D Stromberg & Associates, LLC fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by Gary D Stromberg & Associates, LLC demand.

District shall save and hold Gary D Stromberg & Associates, LLC, harmless from and against and shall indemnify Gary D Stromberg & Associates, LLC for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If Gary D Stromberg & Associates, LLC is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, Gary D Stromberg & Associates, LLC may defend the same and any expenses, including reasonable attorney's fees, which Gary D Stromberg & Associates, LLC may pay or incur in defending said action and the amount of any judgment which Gary D Stromberg & Associates, LLC may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director, Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

Gary D Stromberg & Associates, LLC
Consultant/Company

Louis Stromberg
Print Representative Name

Director
Title

Signature 5/22/24

Date

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Jennifer Nicholson, Director of Special Education and Psychological Services
PREPARED BY:	Jennifer Nicholson, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Amended Agreement for Professional Services (Special Education)

Background:

The Board of Education is being asked to approve an agreement for professional services to provide physical therapy to special education students, pursuant to California Education Code (Sections 17604 and 35163), as presented in the Confidential Exhibit.

Discussion/Issues:

The District is currently obligated to provide services for students who are Burbank residents whose IEPs require such services. If the District does not have qualified staff to perform specific services, it is obligated to contract outside the District for such services.

Fiscal Impact:

Not to exceed $84,480.

Recommendation:

Jennifer Nicholson, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between the Burbank Unified School District and RK Physical Therapy Services PC, to provide physical therapy to special education students, not to exceed $84,480 (01.0-65000.0-57602-11900-5850-7440000), effective August 7, 2023 through June 30, 2024, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

Note: The original approval date was July 20, 2023 for a total not to exceed $74,880. This amendment extends the end date to June 30, 2024 which increases the total by $9,600 making the total not to exceed $84,480.

Burbank Unified School District
1900 West Olive Avenue, Burbank, 91506
Tel: (818) 729-4473
Fax: (818) 729-4573
www.burbankusd.org

AMENDED CONSULTANT AGREEMENT

TERM OF AGREEMENT

This Agreement, made and entered into this 22nd day of May 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and RK Physical Therapy Services PC hereinafter referred to as "Consultant."

Payee's Name: RK Physical Therapy Services PC Daytime Phone Number: 408-439-1810

Mailing Address: 19151 Blackthorn Drive Santa Clarita CA 91351

Email Address: rkphysicaltherapy@yahoo.com

Sponsoring Administrator: John Paramo (Print Name) Superintendent (Title) _____ (Signature) Special Education (Location)

Board Approval: ~~07/20/2023~~ 06/06/2024 Account Code: 01.0-65000.0-57602-11900-5850-7440000

The District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants.

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

The parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $120 per hour for a total not to exceed **~~$74,880~~ $84,480**

2. The term of the Agreement shall be the period commencing on: 08/07/2023 and terminating on: ~~05/24/2024~~ 06/30/2024.

3. Payment Terms: Net 45 Days

4. District desires to enter into an Agreement in which RK Physical Therapy Services PC will provide up to 16 hours per week, 39 weeks (1 week prior to the start of school and a total of 38 weeks thereafter) of physical therapy to special education students at Burbank Unified School District. **This amendment adds 5 additional weeks, 16 hours per week for an increase of $9,600.**

5. The Consultant shall provide a clear and concise invoice noting the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.

6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.

7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.

8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should the Consultant breach this agreement or fail to perform the required services in a satisfactory manner.

9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.

10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

11. District and Consultant will communicate and send in writing all information received by the District regarding any work-related injury to Personnel within twenty-four hours of the injury.

12. Communicate within twenty-four hours to RK Physical Therapy Services PC the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

13. The District agrees to indemnify, defend and hold harmless RK Physical Therapy Services PC from any and all negligence and all liabilities, claims, losses, costs, damages and expenses resulting or arising from or connected with the services rendered by the District, its agents, independent contractors, employees or servants pursuant to this contract.

14. This Agreement shall constitute the entire Agreement between the parties and any prior understanding or representation of any kind preceding the date of this Agreement shall not be binding upon either party except to the extent incorporated in this Agreement.

15. It is mutually agreed that both parties shall not discriminate against any individual in the performance of their obligations under this Agreement, on the basis of race, color, religion, national origin, sex, age or disability. Both parties further certify compliance with the applicable provisions of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, and the Americans with Disabilities Act and State anti-discrimination laws.

INDEMNIFICATION

RK Physical Therapy Services PC shall save and hold the District harmless from and against and shall indemnify District for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of RK Physical Therapy Services PC or any of its agents, subcontractors, employees or other representatives. If District is sued in any court for damages by reason of any of the acts of RK Physical Therapy Services PC, its agents, subcontractors, employees or other representatives referred to in this Agreement, RK Physical Therapy Services PC shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If RK Physical Therapy Services PC fails or neglects to so defend said action, District may defend the same and any expenses, including reasonable Attorney fees, which District may pay or incur in defending said action and the amount of any judgment which District may be required to pay shall be promptly reimbursed by RK Physical Therapy Services PC demand.

District shall save and hold RK Physical Therapy Services PC, harmless from and against and shall indemnify RK Physical Therapy Services PC for any liability, loss, cost, expense or damage whatsoever caused by reason of any injury sustained by any person or to property by reason of any act, neglect, default or omission of District, or any of its agents, subcontractors, employees or other representatives. If RK Physical Therapy Services PC is sued in any court for damages by reason of any of the acts of the District, its agents, subcontractors, employees or other representatives referred to in this Agreement, District shall defend said action (or cause same to be defended) as its own expense and shall pay any discharge and judgment that may be rendered in any such action. If District fails or neglects to so defend said action, RK Physical Therapy Services PC may defend the same and any expenses, including reasonable attorney's fees, which RK Physical Therapy Services PC may pay or incur in defending said action and the amount of any judgment which RK Physical Therapy Services PC may be required to pay shall be promptly reimbursed by District upon demand.

ARBITRATION

Any controversy or claim arising out of or relating to this Agreement, or the performance or breach thereof, shall be settled by means of binding arbitration in accordance with the rules of the American Arbitration Association, at Los Angeles, California.

If either party to this Agreement institutes any legal action or proceeding against the other party to the Agreement arising out of the Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs from the non-prevailing party.

ACKNOWLEDGED AND AGREED TO

District:

Burbank Unified School District
District/Company Name

Jennifer Nicholson
Print Representative Name

Director of Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

RK Physical Therapy Services PC
Consultant/Company

Print Representative Name

Title

Signature

Date

Burbank Unified School District
Facilities Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Dennis Maxwell, Director of Facilities
SUBMITTED BY:	Alexi Buliavac, Facilities, Operations and Construction Technician
DATE:	June 6, 2024
SUBJECT:	Approval of Award of Contract, Genesis Floor Covering Inc., Removal and Replacement of Flooring on the First (1) Floor of the Modular Building, Miller Elementary School (Bond)

Background:
The District wishes to replace flooring on the first floor of the modular building due to moisture issues which caused cupping and is delaminating the flooring, resulting in a safety hazard.

District-Wide Goals for 2022-2023:

4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial budget information.

4.2 Continue construction/modernization projects according to the General Obligation Bond Implementation Plan (Measure S).

4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:
The District received a proposal from Genesis Floor Covering, Inc., on May 16, 2024, for the removal and disposal of the existing floor. The proposal includes applying concrete vapor emission sealer to help eliminate the moisture issue.

Fiscal Impact:
$258,705.00 Bond Fund

Recommendation:
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve a contract between Burbank Unified School District and Genesis Floor Covering, Inc. for removal and replacement of flooring on the first (1) floor of the modular building at Miller Elementary School, effective June 7, 2024 through June 6, 2025, not to exceed $258,705.00 (213-00000.0-91008-85000-6250-210-0000) Bond Fund, and that authority to sign the contract be exercised pursuant to BUSD-AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM :	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Dennis Maxwell, Director of Facilities
SUBMITTED BY:	Alexi Buliavac, Facilities Operations and Construction Technician
DATE:	June 6, 2024
SUBJECT:	Award of Contract, Forma Engineering and Construction, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project, Theodore Roosevelt Elementary School (Bond Fund)

Background:
Burbank Unified School District issued a Notice Inviting Bids for Bid 2324-019, Bid 2324-023, New Restroom, ADA Alterations and Related Site Work, Teddy Bear Park Project. There were there (3) bid packages in total. The District received and opened the bids on Tuesday May 21, 2024.
Qualifying Bids for New Restroom, ADA Alterations and Related Site Work received were as follows:

Urban Professional Builders	$974,000
Williamson Construction Company	$869,000
Forma Engineering and Construction	$866,590

District-Wide Goals for 2022-2023:
4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial ad budget information

4.2 Continue construction/ modernization projects according to the General Obligation Bond Implementation Plan (Measure S).

4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:
The District is planning to complete general alterations to existing playground and ADA upgrades with Associated Site Work at Theodore Roosevelt Elementary School. Such work shall include:
1. The grinding down and repaving of existing asphalt paving at the playground and the intermediary area between the playground and Classroom Building 8 & 22A.
2. Restriping of playground markings.
3. One (1) ADA compliant concrete ramp.
4. One (1) set of concrete stairs with seating area.
5. One (1) ADA compliant hi-lo drinking fountain and one (1) hydration station with electrical power connection at existing playground area.
6. ADA upgrades to two (2) existing restrooms near classroom 24.
7. Alterations to existing flatwork along the path of travel.
8. Installation of two (2) accessible pedestrian gates at existing parking lot.

9. Installation of one (1) pedestrian gate at southeast corner of existing parking lot.
10. Installation of site accessibility signage along the path of travel.
11. Relocation of two (2) existing storage containers at playground area.
12. Modify two (2) storage containers into multi-functional handball walls.
13. Optional Bid Alternative that includes the grinding down and repaving of existing asphalt paving located at the exterior courtyard between Classroom Building 7 & 8. There is an option for this area to repaved in concrete.
14. Assistance with providing required documentation with the previously DSA approved plans for work that was completed.
15. Installation of one new restroom inside TK room 26.

Financial Impact:
$866,590 (Bond Fund)

Recommendation:
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education award a contract between Burbank Unified School District and Forma Engineering and Construction, for Bid 2324-023, new restroom, ADA alterations and related site work, Teddy Bear Park project at Theodore Roosevelt Elementary School, effective June 7, 2024 through June 6, 2025, not to exceed $866,590 (213-00000-0-91008-85000-6250-214-0000) Bond Fund, and that the authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

Burbank Unified School District
Technology Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Rick Vonk, Director of Information Technology and Education Support
SUBMITTED BY:	Lourdes Moya, Administrative Secretary
DATE:	June 6, 2024
SUBJECT:	Approval of Award of Contract to AMS.NET for additional Video Surveillance Cameras at Burbank High School

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Background:
On April 26, 2007, the Board of Education approved an Award of Contract for the Installation of Security Camera Systems at Burbank and John Burroughs High Schools.

On August 16, 2018, the Board of Education approved an Award of Contract for video surveillance cameras at Burbank High School to replace several cameras. Due to cost and budget limitations, not all areas were sufficiently covered. However, the cabling infrastructure for additional cameras was installed to facilitate future expansion.

On December 14, 2023, the Board of Education approved an Award of Contract to AMS.NET for the installation of three additional cameras around the auditorium at Burbank High School, addressing immediate school safety concerns.

District-wide Goals for 2022-2023:
4 Maintain efficient and effective operations.

Discussion/Issues:
With growing concerns over school safety, additional surveillance cameras can help monitor and deter unwanted behaviors such as bullying, vandalism, and unauthorized entry. Cameras serve as a preventive measure by discouraging potential offenders from engaging in illegal or harmful activities.

Cameras installed in 2007 are no longer operating, and their usefulness has diminished due to age. Cameras installed in 2018 did not fully cover the campus, leaving gaps in coverage.

The district plans to install additional surveillance cameras at Burbank High School to maintain parity with John Burroughs High School. The school administration has determined the specific locations for these new cameras.

Fiscal Impact:
Using the competitively bid FOCUS (Fast Open Contracts Utilization Services) master contract, the fiscal impact is $139,540.51 for five-year licensing and configuration.

Recommendation:
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education approve an award of contract to AMS.NET for additional Video Surveillance Cameras at Burbank High School, not to exceed $153,494.56, including a 10% contingency amount (21.3-00000.0-93000-85000-5840/6249/6449-7730000), and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

AMS.NET, LLC.
502 Commerce Way, Livermore, CA 94551
925-245-6100 • 925-245-6150 Fax
www.ams.net

Customer Price Quote

Customer

Burbank Unified School District
1900 W Olive Ave
Burbank CA, 91506-2438 US
ATTN: Rick Vonk

Ship To

Burbank High School
902 N 3rd St

Burbank, CA 91502-1018
ATTN: Rick Vonk

Quote Description

Burbank High School - Avigilon Aware Cameras (51) Option 2 - Multisensor 3 Head used

Procurement Method:
FOCUS Contract# 2021092

Quote #	#Q-00080341
Project #	102060
Modified	5/22/2024
Account Mgr.	Greg Jaramishian
AM Phone	(562) 236-5325
AM Email	gjaramishian@ams.net
Inside Account Mgr.	Lisa Moomau
IAM Phone	(925) 245-6139
IAM Email	lmoomau@ams.net
Quote Exp.	6/19/2024

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
AVA Licenses - 5YR					
1	**AWA-CLD-5Y** Ava Aware License 5 years	Ava Security	51.00	$519.35	$26,486.85
Ava Compact Dome White - 5MP - 30 days					
2	**COMPACTDOME-W-5MP-30** Ava Indoor Compact Dome Cloud Camera - 5mp, white, 30-day storage	Ava Security	16.00	$333.27	$5,332.32
Ava Dome White - 5MP - 30 days					
3	**DOME-W-5MP-30** Ava Dome Cloud Camera - 5MP, white, 30-day storage	Ava Security	7.00	$692.37	$4,846.59
Ava Dome White - 4K - 30 days					
4	**Dome-W-4K-30** Ava Dome White - 4K - 30 days	Ava Security	10.00	$881.37	$8,813.70

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Ava 360 White - 9MP - 30 days

5	**360-W-30** Ava 360 White - 9MP - 30 days	Ava Security	2.00	$818.37	$1,636.74

Mounting Accessories

6	**ACC-MNT-ARM-W** Wall mount arm for Ava Dome and 360 cameras. White. Pendant cap (ACC-PEN-CAP-W) typically required for this part.	Ava Security	1.00	$41.58	$41.58
7	**ACC-PEN-CAP-W** Pendant mounting cap for Ava Dome and 360 cameras. White.	Ava Security	1.00	$27.72	$27.72
8	**H4-DC-CPNL1** Metal ceiling panel for use with H4A-DC or H4SL-MT-DCIL1 in-ceiling dome cameras to replace or reinforce the existing ceiling tile in suspended ceiling installations.	Avigilon	11.00	$70.63	$776.93
9	**CMA270W** Threaded Pipe Coupler - White	Chief MFG	1.00	$32.94	$32.94
10	**5507-271** AXIS T91D62 TELESCOPIC PARAPET MNT	AXIS Communications	1.00	$374.74	$374.74

Avigilon Finished Camera

11	**15C-H5A-3MH-30** 3x 5MP (15MP) 270 Degree Max Camera	Avigilon	11.00	$1,533.35	$16,866.85
12	**20C-H5A-4MH-30** 5MP, 30 Day, Alta, 4 head H5A Multisensor Camera; up to 10 year warranty with an active Aware license	Avigilon	5.00	$1,825.85	$9,129.25

Avigilon Finished Camera Encl

13	**CRNMT-1001** CORNER MNT FOR LRGE PENDT WLMT-1001	Avigilon	2.00	$94.25	$188.50
14	**H5AMH-AD-DOME1** Outdoor Surface Mount	Avigilon	13.00	$129.53	$1,683.89
15	**H5AMH-AD-PEND1** Pendant Mount Adapter for H5 Multisensor	Avigilon	3.00	$129.53	$388.59
16	**WLMT-1001** Pendant wall arm adapter, for use with H5AMH-AD-PEND1	Avigilon	3.00	$78.86	$236.58
17	**H5AMH-DO-COVR1** Outdoor Dome Cover for H5 Multisensor	Avigilon	16.00	$129.53	$2,072.48

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Avigilon Finished Cameras AC

18	**H4AMH-AD-IRIL1** Optional IR Illuminator Ring	Avigilon	16.00	$253.11	$4,049.76
19	**POE60U-1BTE** Gigabit 802.3bt 60 W PoE Injector, Indoor, single port	Avigilon	16.00	$115.05	$1,840.80

Professional Services

20	**AMS-NI-VS-CLOUD-CAMERA** Single Imager Camera Labor - Turn Key Solution includes: Camera unboxing, documenting, labeling. The camera will be powered up, added to the dashboard and test to verify there is no defects. Once cameras are tested we will re-box the cameras and deliver to site. AMS.NET will work with the customer to change cameras names, adjust security access in the appropriate location. (Mounting is not included and will be quoted separately).	AMS.NET	35.00	$250.00	$8,750.00
21	**AMS-NI-VS-CLOUD-CAMERA** Multi-Sensor Camera Labor - Turn Key Solution includes: Camera unboxing, documenting, labeling. The camera will be powered up, added to the dashboard and test to verify there is no defects. Once cameras are tested we will re-box the cameras and deliver to site. AMS.NET will work with the customer to change cameras names, adjust security access in the appropriate location. (Mounting is not included and will be quoted separately).	AMS.NET	16.00	$400.00	$6,400.00
22	**AMS-NI-PM-FOC** Labor: Project Manager	AMS.NET	6.00	$200.00	$1,200.00

Shipping

23	**AMS-FREIGHT** Freight and Handling	None	1.00	$0.00	$0.00

Order Summary

Subtotal	$101,176.81
Adjustment	$0.00
Estimated Taxes	$5,979.85
Total	**$107,156.66**

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Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, LLC. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. Cisco and Meraki orders cannot be modified starting at 50 days prior to the current estimated ship date. Cisco and Meraki have a no return for credit RMA policy. Please make sure your order is accurate before AMS.NET places the order with the manufacturer. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to service@ams.net
A copy of AMS.NET's full RMA policy is available for review online at www.ams.net/services/procurement-and-financing/

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at www.cisco.com/go/cloudterms (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

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12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

AMS.NET Tax ID: 94-3291626

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at www.ams.net/services/procurement-and-financing/

Authorized Signature: _____ Date: _____

Print Name: _____ Print Title: _____

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Customer Price Quote

Customer

Burbank Unified School District
1900 W Olive Ave
Burbank CA, 91506-2438 US
ATTN: Rick Vonk

Ship To

Burbank High School
902 N 3rd St

Burbank, CA 91502-1018
ATTN: Rick Vonk

Quote Description

Burbank Unified School District - Burbank HS - 51 Cameras - 102060 - Camera Installation

Quote #	#Q-00078720
Project #	102060
Modified	5/23/2024
Account Mgr.	Greg Jaramishian
AM Phone	(562) 236-5325
AM Email	gjaramishian@ams.net
Inside Account Mgr.	Clint Southwick
IAM Phone	(925) 245-4781
IAM Email	csouthwick@ams.net
Quote Exp.	6/18/2024

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
CAMERA MOUNTING MATERIAL					
1	**C6-BK-SCB-15-ENC** CAT6 Black 15 Foot Slim 28AWG with Clear Snagless Molded Boot (UTP) HQ Network Patch Cable RJ-45	eNet Components	27.00	$11.15	$301.05
2	**C6-BK-SCB-5-ENC** CAT6 Ultra Slim 28AWG Patch Cord Clear Snagless Boot UTP RJ45 5FT Black	eNet Components	24.00	$7.06	$169.44
3	**C6-BK-SCB-3-ENC** CAT6 Black 3 Foot Slim 28AWG with Clear Snagless Molded Boot (UTP) HQ Network Patch Cable RJ-45	eNet Components	66.00	$6.21	$409.86
4	**297855** 3/4" Single Gang RACO box	Platt Electric	5.00	$7.50	$37.50
5	**295589** Single Gang RACO Cover	Platt Electric	5.00	$1.71	$8.55
6	**65992** 3/4" Liquid Tight (Per ft Pricing)	Platt Electric	20.00	$2.72	$54.40
7	**66773** 3/4" Liquid Tight Connector	Platt Electric	12.00	$5.72	$68.64
8	**AMS-CP-HARDWARE** Cabling: Mounting Hardware	Cabling	15.00	$50.00	$750.00

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LABOR

9	**AMS-CI-CT-PW** Labor: Cabling - AMS will install and focus 51 cameras. AMS will either mount in the existing location or extend the location with a patch cord. AMS will work with the district and staff to focus cameras where they want. AMS will remove old cameras at customer discretion. AMS will patch holes but is not responsible for painting. AMS will plug in all cameras at the IDF and switch port that they will be running on. Once AMS can see all cameras on the switch and on the system, AMS will install the cameras. If the cameras do not come up and AMS has to trouble shoot the cabling, there may be an additional cost to the customer	AMS.NET	175.00	$160.00	$28,000.00
10	**AMS-CI-PM-FOC** Labor: Project Manager - Cabling	AMS.NET	12.00	$200.00	$2,400.00

Order Summary

Subtotal	$32,199.44
Adjustment	$0.00
Estimated Taxes	$184.41
Total	**$32,383.85**

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Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at www.ams.net/services/procurement-and-financing/

Authorized Signature: _____ Date: _____

Print Name: _____ Print Title: _____

BURBANK UNIFIED SCHOOL DISTRICT
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM :	Andrew Cantwell, Assistant Superintendent, Administrative Services
PREPARED BY:	Dennis Maxwell, Director of Facilities
SUBMITTED BY:	Alexi Buliavac, Facilities, Operations and Construction Technician
DATE:	June 6, 2024
SUBJECT:	Acceptance of Notice of Completion, Sunbelt Controls Inc., Remove and Replacement of Controllers in Auditorium, John Burroughs High School (Routine Restricted Maintenance)

Background:
The District pursued the removal and replacement of the controllers in the HVAC system at John Burroughs High School auditorium.

District-Wide Goals for 2022-2023:
4.1 Work with the Superintendent's Budget Advisory Committee to identify efficiencies, identify cost-saving opportunities, and develop a system or process to provide increased transparency about the District's financial budget information.

4.3 Develop a long-term facilities maintenance plan to ensure our school facilities are and will be cared for appropriately.

Discussion/Issues:
On June 15, 2023, the District received a proposal to remove the existing carrier 6400 controllers and replace with new ALC WebCTRL controllers, also referred to as a "controls brain transplant". This work was completed on December 26, 2023.

Financial Impact:
$36,018.00 (Routine Restricted Maintenance)

Recommendation:
Andrew Cantwell, Assistant Superintendent, Administrative Services, recommends that the Board of Education accept the following as completed; remove and replacement of controllers in Auditorium at John Burroughs High School, PO 24000421, not to exceed $36,018.00 (010-81500-0-00000-85000-6250-752-3100-0000) Routine Restricted Maintenance, and that authority to sign the agreement be exercised pursuant to BUSD – AR3314, as presented.

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Educational Services
PREPARED BY:	Peter Knapik, Assistant Superintendent, Educational Services
SUBMITTED BY:	Stephanie Beauregard, Administrative Secretary II
DATE:	June 6, 2024
SUBJECT:	Approval of Instructional Consultant Services

Background:

The purpose of the Instructional Consultant Services is to enrich student learning. Consultants are selected based on their qualifications regarding specific subject areas. When a consultant is selected, the consultant, company/organization must complete the required paperwork by the District to ensure that District students receive the services they require. All consultant requests must be approved by the Board of Education prior to services being rendered.

Discussion and Issues:

Sites submit the required paperwork to Instructional Services. Work must not begin until the site receives a confirmation of Board approval from Instructional Services. If the Consultant assignment requires unsupervised contact with student(s) during the contract period, the Consultant will be required to provide Department of Justice fingerprint clearance through the District's Human Resources Services.

Fiscal Impact:

There is no fiscal impact on district general fund.

Recommendation:

Peter Knapik, Assistant Superintendent, Educational Services, recommends that the Board of Education approve the instructional consultant services for the purpose of on-site student learning support, mural completion and staff development, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
APPROVAL OF INSTRUCTIONAL CONSULTANT SERVICES

Board Meeting Date: June 6, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Bret Harte Elementary	APEX Leadership Co	Two-week character leadership and fitness-based program and fundraiser	9/16/24 – 9/27/24	Not to exceed 50% of funds raised	01.0-90201.0-11100-10000-5850-2058700
Emerson Elementary	Kenyan Armitage	Painting a mural for Emerson Elementary	6/11/24 – 6/18/24	$6600	01.0-90201.0-11100-10000-4310-2038000
Huerta Middle School	B LE JIT Choreography LLC	Educate/train DHMS extra-curricular cheer squad for cheer stunts and competition choreography during the 24/25 school year	8/10/24 – 9/15/24	$14,500	01.0-90201.0-11100-41002-5810-3218200
Instructional Services	Luke Anderson	Provide instruction and training to students to learn and improve their athletic skills in a fun and challenging way	6/10/24 – 7/3/24	$3375	01.0-26000.0-11100-10000-5810-5489000
Instructional Services	Mobile Ed Productions, Inc	21 Sky Dome Planetarium assemblies for summer school sites (Disney, Jefferson, and Miller)	6/21/24 – 7/3/24	$5285	01.0-26000.0-11100-10000-5810-5489000
Jefferson Elementary	Burbank Music Academy	Five (5) weeks of music and performance education to 1st through 5th grade students.	8/16/24 – 9/21/24	$0	N/A

BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
APPROVAL OF INSTRUCTIONAL CONSULTANT SERVICES

Board Meeting Date: June 6, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Bret Harte Elementary	APEX Leadership Co	Two-week character leadership and fitness-based program and fundraiser	9/16/24 – 9/27/24	Not to exceed 50% of funds raised	01.0-90201.0-11100-10000-5850-2058700
Emerson Elementary	Kenyan Armitage	Painting a mural for Emerson Elementary	6/11/24 – 6/18/24	$6600	01.0-90201.0-11100-10000-4310-2038000
Huerta Middle School	B LE JIT Choreography LLC	Educate/train DHMS extra-curricular cheer squad for cheer stunts and competition choreography during the 24/25 school year	8/10/24 – 9/15/24	$14,500	01.0-90201.0-11100-41002-5810-3218200
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Jefferson Elementary	Burbank Music Academy	Five (5) weeks of music and performance education to 1st through 5th grade students.	8/16/24 – 9/21/24	$0	N/A

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 19 of April, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and APEX Leadership Co. hereinafter referred to as "Consultant."

Payee's Name APEX Leadership Co. Daytime Phone Number (310) 403-9951

Email Address trevorp@apexleadershipco.com

Mailing Address 3435 E. Thousand Oaks Blvd. #6325, Thousand Oaks, CA 91362

Sponsoring Administrator Martha Walter

Board Approval Date June 6, 2024

Account String 010-90201-0-11100-10000-5850-205-8700

The assignment ☐ **will** or ☒ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ 0.00 per hour☐/ per day ☐/ per session☒ for a total not to exceed $more than 50% **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 9/16/2024 and terminating on 9/27/2024.
3. Payment Terms: Consultant will send inv to school site upon completion of program
4. Consultant will provide the following services:

   Two-week character, leadership and fitness based program and fundraiser. Planned, organized, and promoted by APEX. They serve as the main fundraiser for the Bret Harte Fundraising Committee for the 24-25 school year.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title Date

Consultant APEX Leadership Co. Date 3-15-24

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req. Revised 06/19

About Us

We’re working hard to make fundraising easier!

Our Method

is to collaborate with school PTO/As and faculty to build student leaders through a meaningful, “hassle-free” and financially successful school fun run.

We Believe

- Every child can change their school, and the world, in a profound way
- Serving others brings the greatest joy and contributes to the greatest good
- Learning by doing and exercise are both undervalued and underutilized in fundraising today
- Encouragement and enthusiasm build others up—we will help build leaders
- Raising money for your child’s school can also serve as a positive learning experience
- Many people giving a little reduces the individual burden on the typical givers and donors

Teachers Have Skin in the Game

and that makes for highly-motivated and excited coaches. Your teachers will coach their classroom teams to greater heights knowing that in the end, a portion of what the classroom raises goes straight back to the teacher for their classroom.

DocuSign Envelope ID: 6B6C9B1B-391C-46C0-9B7D-68B7EB6957A1

EVENT AGREEMENT

This Event Agreement (the "Agreement") is entered into effective as of the **11th** day of **April 2024**, by and between **Apex Leadership Co** (hereinafter "Apex") and **Bret Harte Fundraising Committee** ("Customer"). Customer's profile: Grades **TK-5**; Population **#550** FRL **28%**.

WHEREAS, Customer desires to organize an Event and conduct related promotional and educational activities (collectively, the "Event") commencing on **September 16 2024, and continuing through September 27 2024** (the "Term"), in order to promote Customer as well as raise funds for Customer's desired needs or purposes;

WHEREAS, Apex is in the business of organizing, marketing, and putting on fundraising events such as the Event.

NOW, THEREFORE, for and in consideration of the terms and conditions set forth herein, the parties hereto do hereby agree as follows:

1. **Apex Services**. Apex agrees to plan, organize, market, promote, and conduct the Event. Such services shall include the following: (i) marketing and promotional activities in connection with the Event in order to increase participation including presentations to students and teachers; (ii) contracting with sponsors (provided that any sponsors shall be subject to Customer's approval); (iii) coordinate the Event course design/layout, as well as coordinate all water stations, starting lines, and finish lines; (iv) provide participant lap markers and coordinate any prizes as well as any awards to be awarded or any special recognitions; and (v) maintain commercial general liability insurance with minimum policy limits of $1,000,000 per occurrence to cover liability for bodily injury or property damage arising out of Apex's activities in connection with the Event.

2. **Customer Cooperation**. Customer agrees to cooperate with Apex in the performance of Apex's activities pursuant to this Agreement. Customer agrees to provide Apex with reasonable access to students and teachers in order to promote the Event and increase participation as well as to provide leads to Apex for other marketing and sponsorship activities in order to increase total revenue for the Event. Customer grants to Apex the right to use its name and its marks during the term of the Agreement solely for purposes of marketing and promoting the Event. Customer agrees to use Apex's online system, including, subject to applicable law, providing Apex the student's name and grade. Any funds received directly by Apex staff in connection with the Event will be promptly remitted to Customer and will be paid in accordance with Paragraph 3 below.

3. **Fees**. Upon execution of this Agreement, Customer shall pay to Apex a booking fee of $1,500.00 (the "Booking Fee"). Upon any cancellation of the Agreement by Customer (other than due to default by Apex), Apex shall be entitled to retain the Booking Fee as its liquidated damages and not as a penalty.

*** Once the recap is final customer agrees to fulfill payment to Apex no later than 1 week from Final Recap. Customer Initials: MW DS (this confirms you have seen this portion)**

Apex will be paid a percentage of funds collected, and the Customer shall retain the following percentage of funds collected, based on total amount collected from the Event: between 50-60% (see attached table). If the customer opts to give percentage of what is raised directly back to the teachers, that percentage comes from the customer's funds, not from the Apex cut. The option to gift this percentage to teachers is recommended by Apex, but not required, and should be determined by the customer. The Customer and Apex Leadership Company will split online transactional fees (3-4%)- which is usually covered by an optional processing fee sponsors can choose to pay.

4. **Termination**. This Agreement will terminate one year from the date of your Event or when there are no further payment questions outstanding from sponsors, whichever is later (the "Closing Date"). Either party may terminate this Agreement before the "Closing Date" upon the material breach of the other party, which breach is not cured upon ten (10) days written notice. In the event of termination due to breach, Apex may elect in its discretion to continue providing one or more of its online marketing and promotional services through the Closing Date in order to help Customer complete its fundraising efforts.

5. **Force Majeure**. Apex will use its good faith efforts to conduct the Event on the scheduled day for the Event; provided, however, that Apex shall not be responsible for damages that result from delays or postponements of the Event due to circumstances beyond its reasonable control. No party shall be responsible for events beyond its reasonable control.

6. **COVID-19.**

In the event you are unable to have Apex conduct a Live program on your campus due to COVID-19 restrictions, you the Customer agrees to pivot to our Virtual program *or* move your previously committed Live Program to a later date. MW (Customer Initials)

Customer Contact Info: Martha Walter
Email: MarthaWalter@burbankusd.org
Phone: 8187291250

7. **Counterparts**. This Agreement may be executed in two (2) or more counterparts, each of which shall be considered an original instrument.

8. **Exclusivity**. Customer agrees that the Event shall be the only major fundraising activity for the School and PTA/O for the semester in which the Event occurs. Apex assumes all the risk by investing a substantial amount up front into the program and fundraiser. Failing to ensure exclusivity as the major fundraiser of the semester could severely impact the success of the Event and affect Apex's ability to recoup costs.

APEX LEADERSHIP CO:
By:
Name: **Trevor Price**
Title: **Area Director**

CUSTOMER:
By: Martha Walter
Name: Martha Walter
Title: Principal

DocuSign Envelope ID: 6B6C9B1B-391C-46C0-9B7D-68B7EB6957A1

EVENT AGREEMENT (CONT.)

Below is the pricing table from Section 3 in the Event Agreement:

Apex Live Price Scale			
Min Collected	Max Collected	School %	Apex %
$100,001	+	60%	40%
$90,001	$100,000	59%	41%
$80,001	$90,000	58%	42%
$70,001	$80,000	57%	43%
$60,001	$70,000	56%	44%
$50,001	$60,000	55%	45%
$45,001	$50,000	54%	46%
$40,001	$45,000	53%	47%
$35,001	$40,000	52%	48%
$30,001	$35,000	51%	49%
$0	$30,000	50%	50%

****If Bret Harte collects over $100,000, the amount collected exceeding $100,000 will be split at 80% to Bret Harte and 20% to Apex Leadership Co.**

Please Note: For credit card payments made online, our credit card processing company applies a nominal transaction charge, like PayPal, of 2.9%, plus 0.30 cents per transaction. A portion of this charge will be offset by some sponsors choosing to pay an extra $3.00 to help cover this processing cost. These charges are deducted from the gross amount of each donation before the donation is deposited into your bank account. This amount is the official gross amount that will be subject to a split with Apex, per the sliding scale.

Example 1: Sponsor donates $100 flat and adds the optional $3.00 offset charge. The gross donation is $103. The credit card company applies the 2.9%, plus 0.30 cents transaction fee of $3.29. The adjusted gross donation that is now subject to the split, per the sliding scale is $99.71.

Example 2: Sponsor donates $10 flat and adds the optional $3.00 offset charge. The gross donation is $13. The credit card company applies the 2.9%, plus .30 cents transaction fee of 0.68 cents. The adjusted gross donation that is now subject to the split, per the sliding scale is $12.32.

NOTE: All absent/sick/hurt students have a default of 30 laps for sponsors to still pay if they are able.

Customer Initials: DS MW **(this confirms you have seen this portion)**

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 20 of May, 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and KENYAN ARMITAGE hereinafter referred to as "Consultant."

Payee's Name Kenyan Armitage Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator Jennifer Almer-Johnson

Board Approval Date 6/6/24

Account String 010-90201-0-11100-10000-4310-203-8000

The assignment ☐ **will or** ■ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ 6,600. per hour☐/ per day ☐/ per session■ for a total not to exceed $6,600.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on June 11, 2024 and terminating on June 18, 2024.
3. Payment Terms: one time payment on June 18, 2024
4. Consultant will provide the following services:

   Painting a mural for Emerson Elementary.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title _____ Date _____

Consultant KENYAN ARMITAGE Date 5/21/24

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

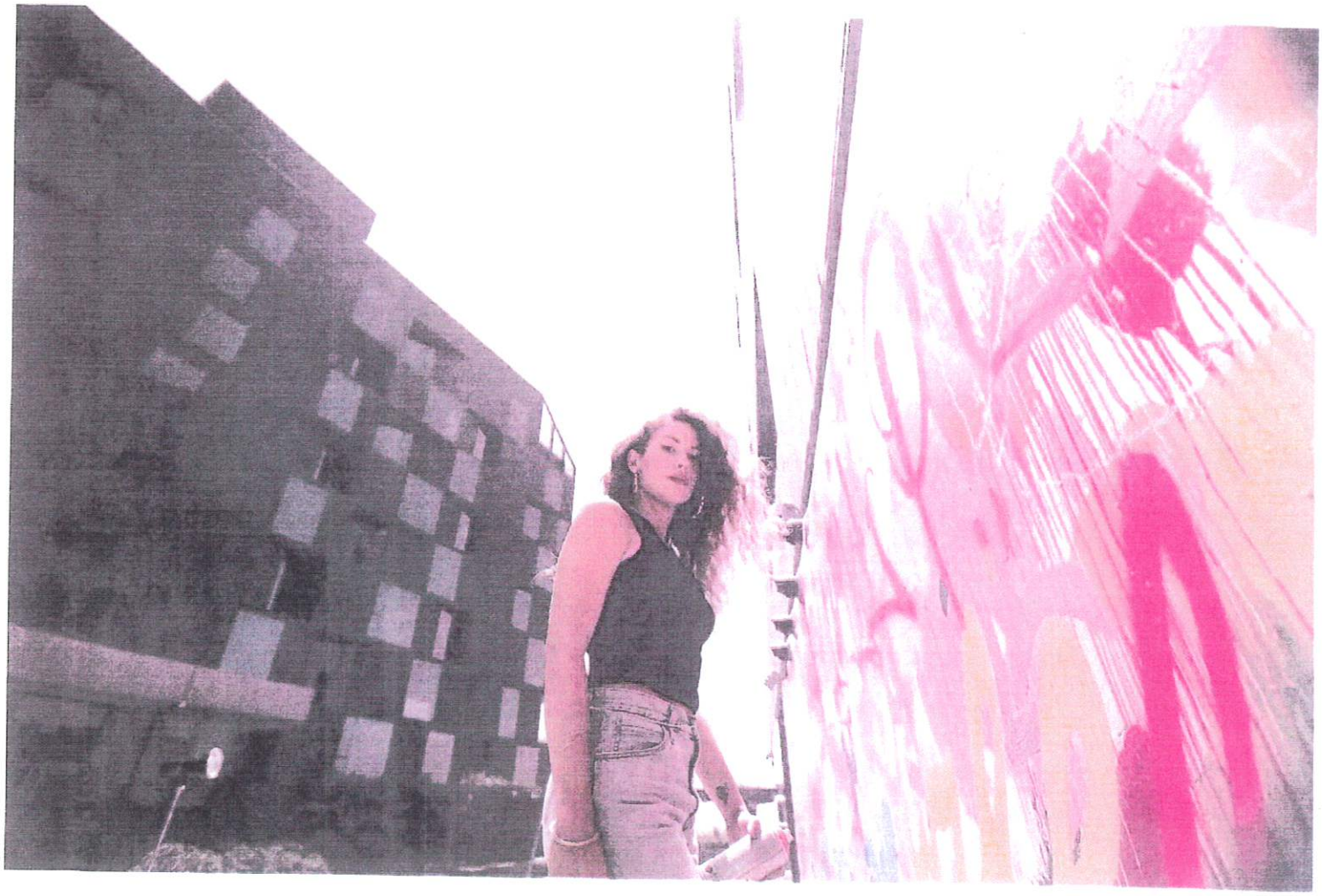
Revised 06/19

ABOUT

Born and raised in Los Angeles, Kenyan is an artist whose creative spectrum spans paintings, sculptures, video installations, drawings, and murals—a particular focus that has captivated her artistic endeavors. Painting murals offers Kenyan a means to extend her art beyond the confines of gallery walls, making it accessible to audiences from all walks of life.

Driven by an ardent desire to proliferate public art, Kenyan finds immense motivation in her quest to enhance and enrich spaces with her creations. Whether seeking to beautify or introduce novel elements to an area, she understands the profound impact of public art on individuals and communities alike. Kenyan firmly believes in its ability to elicit a range of emotions—joy, wonder, thoughtfulness, and even sadness—while forging connections between people and their surroundings, as well as with each other.

For Kenyan, the act of creating art accessible to all is not merely a vocation but a labor of love. She recognizes the significance of public art, regardless of whether its impact is fleeting or enduring, understanding its potential to evoke profound feelings and responses. In her view, to craft art for everyone to experience is an authentic expression of devotion to her craft and a testament to the unifying power of creativity.



CONTACT

studio@kenyanarmitage.com

FOLLOW KENYAN ARMITAGE

Instagram

HOME BASE

Los Angeles, California

Copyright © 2024 KENYAN ARMITAGE

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 20 of APRIL, 20 24 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and B LE JIT CHOREOGRAPHY, LLC hereinafter referred to as "Consultant."

Payee's Name B LE JIT CHOREOGRAPHY, LLC Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator ROBIN HATCH

Board Approval Date June 6, 2024

Account String 01.0-90201.0-11100-41002-5810-3218200

The assignment ☐ **will** or ☒ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to N/A **calPERS** N/A **cal STRS Retirement Date** N/A

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ _____ per hour☐/ per day ☐/ per session☐ for a total not to exceed $ 14500.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on AUG 10 2024 and terminating on SEP 15, 2024 .
3. Payment Terms: FULL PAYMENT AS INVOICED OF EACH EVENT 10 DAYS BEFORE START
4. Consultant will provide the following services:

   TO EDUCATE/TRAIN DHMS EXTRA CURRICULAR CHEER SQUAD FOR CHEER STUNTS AND COMPETITION CHOREOGRAPHY FOR 24/25 SCHOOL YEAR
5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title Date

Consultant B LE JIT CHOREOGRAPHY, LL 04 / 20 / 2024 Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req. Revised 06/19

B leJit
CHOREOGRAPHY

BRANTLEY JITTU

CHOREOGRAPHER - SCORING DIRECTOR - JUDGE

Brantley Jittu began his competitive cheer and dance journey at the age of 6, competing for 14 years. In 2007, NCA selected Brantley as the Top All American in All Star and High School cheer. Additionally, he and his teams won the NCA All Star Nationals in 2008 and the Cheerleading World Championship in 2009.

Brantley graduated from Loyola Marymount University in Los Angeles with a Bachelor of Arts degree in Dance and with a minor in Sociology. He danced in shows on ABC, Amazon Prime, Hulu, and the Creative Arts Emmys. He also toured with the Broadway production *Bring It On: The Musical.*

In 2014, Brantley founded B leJit Choreography. His company helps cheer & dance teams nationwide to achieve their goals and succeed in the gym/studio and on the performance surface. With State, National and Worlds titles, B leJit Choreography focuses on excellence, service of others, and creating an environment for all people to fall in love with competitive cheer & dance, just as Brantley did at 6 years old.

Brantley has been instrumental in developing and implementing several USASF programs, including the *BOLT & MARCH Leadership Workshops*, *The National All Star Cheer & Dance Day, The USASF Athlete Scholarship, The Exceptional Athlete Gala, The Worlds VIP Gala, and The Athlete Track at the National Meeting.* His efforts to bridge the gap between the athletes and the industry leaders earned him a spot in the Top 35 Under 35 list by CheerBiz Magazine in 2015 and again in 2016.

Outside of owning and operating B leJit Choreography, Brantley speaks at cheer and dance conferences, judges events nationwide, and serves as the Director of Scoring for World Class Championships.

Follow B leJit Choreography on Instagram & TikTok @blejitchoreography
Follow Brantley on Instagram @B2Jit

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 3rd of May, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Luke Anderson hereinafter referred to as "Consultant."

Payee's Name Luke Anderson Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator Dr. Peter Knapik-Summer Learning Academy

Board Approval Date 06/06/2024

Account String 01.0-26000.0-11100-10000-5810-548-9000

The assignment ☐ **will or** ■ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ 45.00 per hour■/ per day ☐/ per session☐ for a total not to exceed $ 3375.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 06/10/2024 and terminating on 07/03/2024.
3. Payment Terms: Paid after completion of services
4. Consultant will provide the following services:

   Will provide instruction and training to students to learn and improve their athletic skills in a fun and challenging way. Activities will be customized to the six different grade levels and culminate in an Olympic themed Field Day.
5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title Date

Consultant Luke Anderson 5-8-24 Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

Proposal for Summer School 2024 for Luke Anderson

I would coordinate activities, trainings and competitions for all grade levels at the three summer school sites this summer.

I will provide the opportunity for the children to learn and improve their athletic skills in a fun and challenging way.

These activities will be customized to the six different grade levels and culminate in an Olympic themed Field Day, when the students will enjoy the opportunity to compete for medals.

The children will also learn about the spirit of the Olympics that brings people together. They will also learn about fair competition, how to press forward to achieve their personal best, and how to show good sportsmanship while competing.

I'd like to work for five hours a day for four days a week for the first three weeks, and on the last week, I would like to work for three days.

The total number of hours for this Summer School session would be 75 hours. My current rate is $45/hr. The total for my services this summer to serve the 642 students signed up is $3,375.

I will need to purchase some very basic equipment to accommodate this number of students.

Thank you so much for your consideration.

Coach Luke

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 3rd of May, 20 24 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Mobile Ed Productions Inc. hereinafter referred to as "Consultant."

Payee's Name Mobile Ed Productions, Inc. Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator Dr. Peter Knapik-Summer Learning Academy

Board Approval Date June 6, 2024

Account String 01.0-26000.0-11100-10000-5810-548-9000

The assignment ☐ **will** or ☒ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____ cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ varies per hour☐/ per day ☐/ per session☒ for a total not to exceed $ 5,285.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on 06/21/2024 and terminating on 07/03/2024.
3. Payment Terms: $2642.50 deposit due by 05/17/2024, balance due upon completion of services.
4. Consultant will provide the following services:

   21 Sky Dome Planetarium assemblies for Summer School Site (Disney 5-7 sessions, Jefferson 5 session and Miller 5 sessions) Disney $1895, Jefferson $1695, Miller $1695.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title Date

Consultant Mobile Ed Productions Inc. 5/16/2024 Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req. Revised 06/19

mobile ed
productions, inc.

SCHOOL ASSEMBLY PROGRAMS
AND HANDS-ON WORKSHOPS

SMALL SKY DOME PLANETARIUM





EXPLORE OUR SOLAR SYSTEM... AND BEYOND!

"We loved the Sky Dome! All of our students were enthralled as presenter tailored content to match developmental levels. It was a true hit."

- Mountain View Elementary, Riverside, CA

Take your students on a 45 minute journey through the universe from the comfort and security of your own school. Our portable, inflatable planetarium will come right to your location and dazzle your budding astronomers as they are taken on a tour of the solar system.

Students will enter the dome and be introduced to a "star filled" sky. Our navigator with the use of a laser pointer, will guide students through the stars of the Northern Hemisphere exactly as they appear on the day of the presentation. Students will learn how to identify stars and constellations. They will be introduced to Greek mythological characters and see how these heroes of the past can be found in the stars. Students will witness the night sky in different seasons and from different global perspectives. They will also be treated to a slide presentation which enhances the presenter's tour of the Solar System.

The Sky Dome Planetarium can be quickly and easily set up in most gymnasiums or other large rooms with a high ceiling. It has delighted students in thousands of schools throughout the country and we are confident that you will be thrilled by the excitement and enchantment this program offers.

All presentations are tailored for each age group (K-8) and will provide appropriate academic content. The dome is also handicapped-accessible.

PROGRAM SUMMARY

Grade Level: K-8

Max. Audience Size:
35-40 students and teachers per session

Performance Time: 40-45 min.

Setup Time: 45 min.

Teardown Time: 30 min.

Required Utilities:

- An indoor area large enough to fit the 16' diameter dome with a ceiling 9.5' high at its lowest point
- One AC electrical outlet

Subjects Covered:

- Greek constellations
- The Milky Way galaxy
- The Sun and all the planets
- The Moon

TO ORDER CALL
800.433.7459

YouTube

www.mobileedproductions.com

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 18th of April, 20 24 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and Burbank Music Academy hereinafter referred to as "Consultant."

Payee's Name Burbank Music Academy Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator Ron Young - Principal, Thomas Jefferson Elementary

Board Approval Date [redacted] June 6 ,2024

Account String N/A

The assignment ☒ **will** or ☐ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ 0.00 per hour☐/ per day ☐/ per session☒ for a total not to exceed $ 0.00 **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on August 16th 2024 and terminating on September 21st 2024 .
3. Payment Terms: N/A
4. Consultant will provide the following services:

   5 weeks of music and performance education to 1st through 5th grade students.

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title Date

Laura Wynne 4/24/2024

Consultant Burbank Music Academy Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19



LESSONS

The private lesson program at Burbank Music Academy is designed to fit the needs of every student. Whether you are a beginner with minimal time to practice or a dedicated professional who practices everyday, BMA will give you the tools you need to succeed.

THE THEORY

Our "Theory" behind music education is that it should be fun to learn. At Burbank Music Academy, our goal is to keep our students inspired and enthusiastic about the process of learning. By integrating current music with a formal music theory curriculum, our students stay excited about learning to read, understand and play music. By keeping them interested in what they are playing, they learn songs quickly and experience a sense of accomplishment while staying inspired to improve.

THE STAFF

Burbank Music Academy's staff is made up of a qualified and diverse group of hand picked, prescreened musicians and educators. All our instructors are Live Scanned. The Burbank Music Academy curriculum is guided by music teachers and industry professionals with music educations from such fine institutions as: The Berklee School Of Music (Boston), The Manhattan School Of Music (NY), North Texas State, The Muscicians Institute (Hollywood), CSUN and USC.

THE TIMING

Timing really is everything. The younger we are, the faster we learn and the more information we are able to retain. While it's never to late to pick up an instrument, learning the language of music early in life guarantees it's fluency as a child develops. The gift of music and it's comprehension is invaluable and the earlier the learning begins the better. We at Burbank Music Academy are delighted that you are interested in sharing the gift of music. If you would like information about our private lesson programs or our teachers please drop us an e-mail or give us a call at 818-845-ROCK(7625)

THE INSTRUMENTS

Most of our students are studying Piano, Guitar, Voice, Bass, Drums, Violin, Saxophone, Flute, Clarinet, Trumpet and Trombone. However, BMA will teach almost any instrument that you want to learn, if we don't

have a teacher on staff that meets your needs we will be happy to help you find one. Please contact us if you would like information about our private lesson program or our teachers, you can e-mail or give us a call at 818-845-ROCK(7625)

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Peter Knapik, Assistant Superintendent, Instructional Services
PREPARED BY:	Peter Knapik, Assistant Superintendent, Instructional Services
SUBMITTED BY:	Stephanie Beauregard, Administrative Secretary II
DATE:	June 6, 2024
SUBJECT:	Ratification of Agreement for Instructional Consultant Services

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Background:

The purpose of the Instructional Consultant Services is to enrich student learning. Consultants are selected based on their qualifications regarding specific subject areas. When a consultant is selected, the consultant, company/organization must complete the required paperwork by the District to ensure that District students receive the services they require. All consultant requests must be approved by the Board of Education prior to services being rendered.

Discussion and Issues:

Sites submit the required paperwork to Instructional Services. Work must not begin until the site receives a confirmation of Board approval from Instructional Services. Due to delays out of their control the site was unable to submit their consultant agreement before the May 24, 2024 agenda deadline. Therefore the agreement below is being presented as a ratification. If the Consultant assignment requires unsupervised contact with student(s) during the contract period, the Consultant will be required to provide Department of Justice fingerprint clearance through the District's Human Resources Services.

Fiscal Impact:

There is no fiscal impact on district general fund.

Recommendation:

Peter Knapik, Assistant Superintendent, Instructional Services, recommends that the Board of Education ratify the instructional consultant services for the purpose of on-site student learning support and mural completion, and that authority to sign the agreements be exercised pursuant to BUSD-AR 3314, as presented.

BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
RATIFICATION OF INSTRUCTIONAL CONSULTANT SERVICES

Board Meeting Date: June 6, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Miller Elementary	Juliane Crump	Paint a kindness mural on a wall on the school campus	5/28/24 – 5/31/24	$2000	01.0-90201.0-11100-10000-5810-2108700 01.0-90201.0-11100-10000-5810-2108200
Muir MS	Steven Moos	Present the story of America using songs as the road map	5/20/24 – 5/20/24	$500	01.0-90904.0-00000-00000-5850-3228100

BURBANK UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
RATIFICATION OF INSTRUCTIONAL CONSULTANT SERVICES

Board Meeting Date: June 6, 2024

Site	Name	Purpose	Dates	Cost	Appropriation Number
Miller Elementary	Juliane Crump	Paint a kindness mural on a wall on the school campus	5/28/24 – 5/31/24	$2000	01.0-90201.0-11100-10000-5810-2108700 01.0-90201.0-11100-10000-5810-2108200
Muir MS	Steven Moos	Present the story of America using songs as the road map	5/20/24 – 5/20/24	$500	01.0-90904.0-00000-00000-5850-3228100

BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 30th of April, 2024 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and Juliane Crump hereinafter referred to as "Consultant."

Payee's Name: Juliane Crump Daytime Phone Number: [redacted]

Email Address: [redacted]

Mailing Address: [redacted]

Sponsoring Administrator: Judy Hession, Principal at Miller Elementary School

Board Approval Date: June 6, 2024

Account String: 010-90201.0-11100-10000-5810-2108700 (Team Jaguar) and 01.0-90201.0-11100-10000-5810-2108200 (PTA)

The assignment ☐ **will or** ☒ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to _____ calPERS _____cal STRS Retirement Date _____

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ _____ per hour☐/ per day ☐/ per session☐ for a total not to exceed $ 2,000_____**Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on Tuesday, May 28, 2024 and terminating on Friday, May 31, 2024 .
3. Payment Terms: At the completion of the mural
4. Consultant will provide the following services:
   Paint a kindness mural on a wall on the school campus.
5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

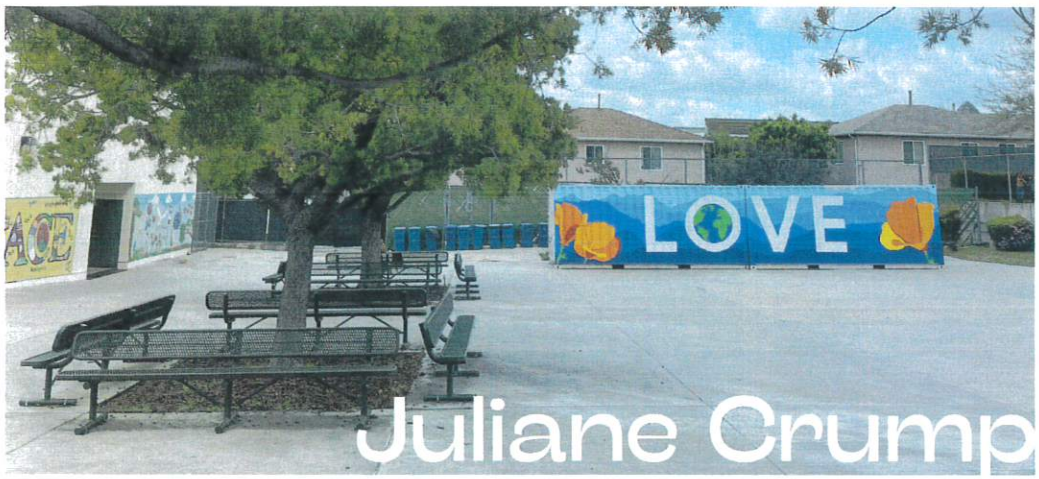
Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

BUSD Authorized Signature/Title	Date	Consultant	30 April 2024 Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19



Juliane Crump

work samples

Graphic Designer & Art Director

16 years working in the art department in film and television, on projects of all budget levels. Studios: NBC-Universal, Paramount, Imagine, Sony, Fox, ABC, New Line, NBC, Warner Bros. 2007-2023.



Mural Experience

"Thrive"
Utility Box, City of Burbank Parks & Recreation Department, Magnolia Ave. & Pass Ave., October 2020.

Love Mural & Tree Mural
Joaquin Miller Elementary School Beautification Project, Burbank. Designed and executed with 365-Connect and TRL Systems Gives Back volunteer workday, October 2023.

Education

MFA in Film Production
University of Southern California, 2001

BA in Art History with Honors in the Major
Yale University, 1996



Member
IATSE Local 800, The Art Directors Guild

922 N. Cordova St.
Burbank, CA 91505
213.280.2232
ujulisnr@yahoo.com

REFERENCES AVAILABLE ON REQUEST





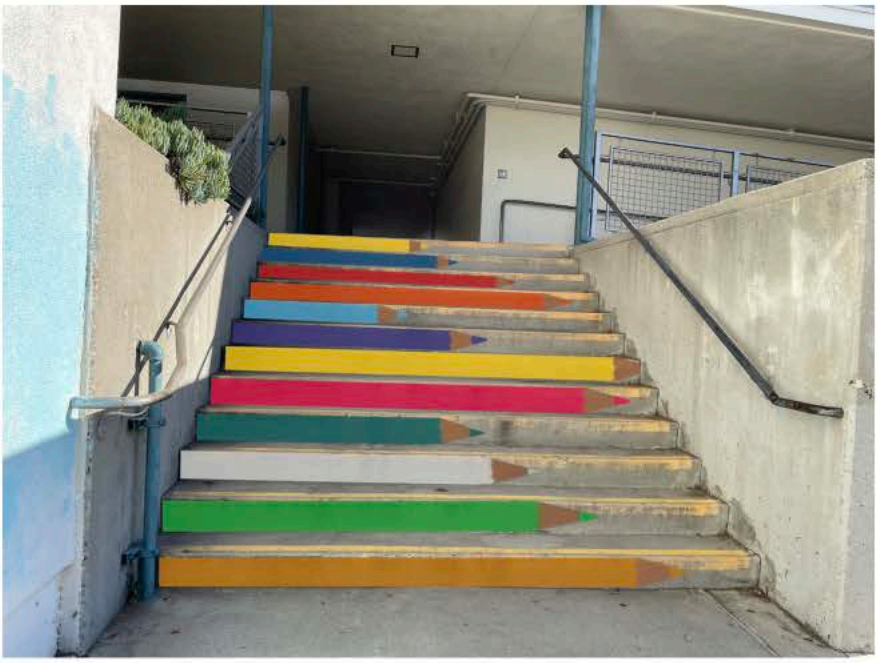




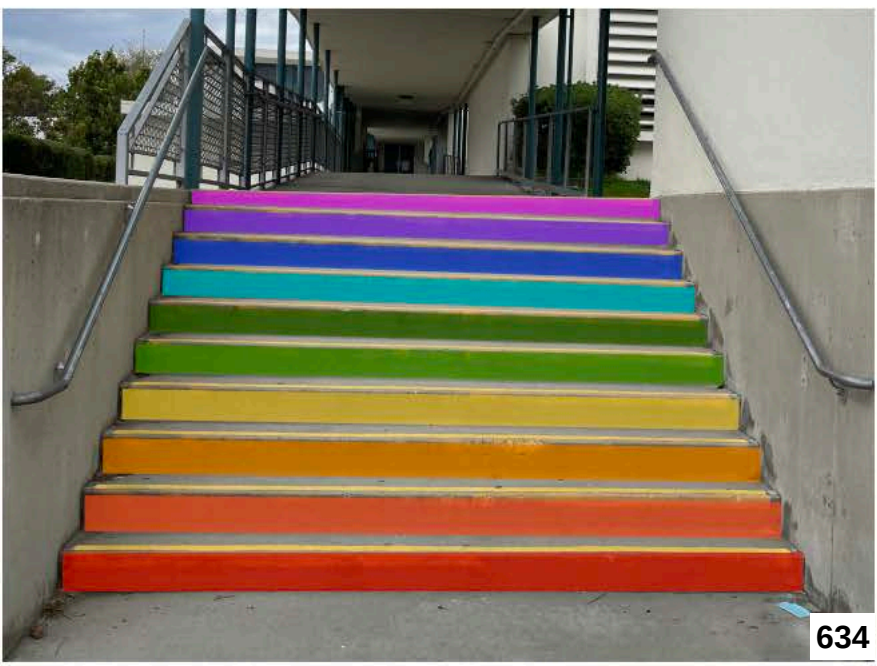












BURBANK UNIFIED SCHOOL DISTRICT

1900 W. Olive Avenue • Burbank, CA 91506-2460 • (818) 729-4400

AGREEMENT FOR CONSULTANT SERVICES

This Agreement, made and entered into this 11 of May, 2024 by and between the **Burbank Unified School District**, hereinafter referred to as "District", and _____ hereinafter referred to as "Consultant."

Payee's Name Steven Moos Daytime Phone Number [redacted]

Email Address [redacted]

Mailing Address [redacted]

Sponsoring Administrator L. Miller, Principal

Board Approval Date June 6, 2024

Account String 01.0-90909.0-00000-00000-5850-3228100-0000

The assignment ☐ **will** or ☒ **will not** require Consultant to work with pupil(s) unsupervised in a program sponsored by the District during the contract period. If it does, the Consultant will be contacted by HR and provided the DOJ & FBI form to complete as required by AB346 and will be responsible for associated costs. **Consultant shall not begin service until HR receives clearance.**

Retired Employee: Please check if you belong to ____ **calPERS** ✓ **cal STRS Retirement Date** 06/30/2021

WITNESSETH:

WHEREAS, the District is authorized pursuant to Education Code section 35160 and Government Code Section 53060 to contract for the services of consultants;

WHEREAS, the Consultant is especially trained, experienced and competent to provide such services;

WHEREAS, in consideration of the mutual promises of the parties, hereto, the District hereby retains the Consultant upon the terms and conditions hereinafter set forth, and the Consultant hereby accepts said retention and agrees to perform the services hereinafter mentioned, upon said terms and conditions;

NOW THERFORE, the parties mutually agree as follows:

1. The Consultant agrees to perform the following services for the District, at a rate of $ 500.00 per hour☐/ per day☒/ per session☐ for a total not to exceed $_____ **Amount to include speaking fee, mileage and any additional fees.
2. The term of the Agreement shall be the period commencing on May 20, 2024 and terminating on May 20, 2024.
3. Payment Terms: _____
4. Consultant will provide the following services:

   Will present the story of America using songs as the road map. Appropriate to 8th grade curriculum

5. The Consultant shall provide an invoice/Authorization for Payment of the time spent in providing the services and preparing the products required by this Agreement. Consultant will be paid at the conclusion of this contract unless otherwise stated in the payment terms above.
6. It is expressly understood and agreed to by both parties hereto that the Consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District.
7. Consultant agrees to defend, indemnify, save, and hold harmless the District, its governing body, the individual members thereof, and all officers, agents and employees of the District from all loss, cost, and expense arising out of any liability or claim of liability for injury, damage, or loss sustained or claimed to have been sustained arising out of, or occurring as a result of Consultant's performance or failure to perform services under this Agreement.
8. This agreement may be terminated at any time based upon the mutual agreement of the parties hereto. This agreement may also be terminated immediately by the District should Consultant breach this agreement or fail to perform the required services in a satisfactory manner.
9. Consultant agrees to pay all Federal, State and Local taxes, and fees that are owed as a result of payments made to Consultant pursuant to this agreement. Consultant agrees to indemnify and hold harmless the District from any and all costs, loss, or liability whatsoever arising from or caused by any challenge to the payments made to Consultant pursuant to this agreement, including but not limited to any liabilities or penalties assessed or levied by any and all local, state, or federal taxing authorities against the District.
10. Consultant agrees to ensure that they do not exceed the applicable earnings limitation under CALPERS or STRS and agrees to be solely responsible for any actions taken by CALPERS or STRS as a result of exceeding the applicable earnings limitation.

Burbank Unified School District of Los Angeles County

IN WITNESS THEREOF, the parties hereto have set their hands on the day and in the month and year first above written.

		Steven Moos	5/24
BUSD Authorized Signature/Title	Date	Consultant	Date

Instructions: Consultant is to sign and return one copy to the sponsoring administrative site. Agreement will be submitted for Board Approval. After Board approval, a Purchase Req will be created. This Purchase Req will need to include the Agreement for Consultant Services, W9, and Board Approved coversheet uploaded on the Purchase Req.

Revised 06/19

STEVEN MOOS

[redacted]

Steven Moos has been an educator for over 40 year, 20 plus of those years working in the Burbank Unified School District, John Muir Middle School. As an educator and parent, Steven has been a practicing musician incorporating music into his lessons in and out of the classroom. As a musician, he has performed nationally as well as internationally. Steven has performed at various universities in Southern California, including UCLA's Royce Hall. Now as a retired educator, Steven continues performing locally, nationally, and hopes to continue taking his music internationally. His current aim is to present the story of America using songs as our road map. Starting with the American Revolution, he demonstrates how music reflects our democratic spirit.