BURBANK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

SPECIAL MEETING

Wednesday, May 08, 2019

7:00 p.m.

Burbank Unified School District - District Office
1900 West Olive Avenue
Burbank, California

AGENDA

The entire agenda packet is available for review online at www.burbankusd.org; 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/PLEDGE OF ALLEGIANCE

2. REQUESTS TO ADDRESS THE BOARD

2.a Public Communications
An individual or group representative may address the Board of Education on any agenda item or 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 Superintendent may refer the matter to the proper department for review.

2.b Staff Responses

2.c Board Members' Comments and Responses

3. STUDY SESSION

3.a Study Session on District-Wide Goals and Core Values for 2019-2020
Matt Hill, Superintendent, will facilitate a discussion and request Board input regarding the BUSD District-Wide Goals and Core Values Statement for 2019-2020, as presented.

Study Session on Goals and Core Values for 2019-20_050819Sp.pdf

3.b Board, Staff, and Public Comments

Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at (818) 729-4422.

4. TOWN HALL MEETING

4.a Presentation on the Proposed 2017-2020 Three-Year Local Contract and Accountability Plan (LCAP)
Matt Hill, Superintendent, will present the proposed 2017-2020 three-year Local Control and Accountability Plan (LCAP) and respond to questions from the public, as presented.

2019 LCAP Town Hall PP Amended (O.F. #27,483).pdf

4.b Town Hall Forum
Roberta Reynolds, President, Board of Education, will facilitate a discussion with Board members present and a town hall forum for questions and answers regarding the proposed 2017-2020 three-year Local Control and Accountability Plan (LCAP).

4.c Board, Staff, and Public Comments

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

5.a Public Employee Performance Evaluation Pursuant to Government Code §54957
Title: Superintendent of Schools

6. RECONVENE IN PUBLIC SESSION

7. REPORTING ON CLOSED SESSION
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.

8. ADJOURNMENT

Burbank Unified School District
Office of the Superintendent

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Matt Hill, Superintendent
PREPARED BY:	Kimberley Clark, Executive Assistant to the Superintendent
SUBMITTED BY:	Kimberley Clark, Executive Assistant to the Superintendent
DATE:	May 8, 2019
SUBJECT:	Study Session on the BUSD District-Wide Goals and Core Values Statement for 2019-20

Background:
Each year the Board of Education meets to review the current-year District-Wide Goals. With the implementation of the Local Control Funding Formula (LCFF), the state of California requires an annual adoption of the Local Control Accountability Plan (LCAP) which includes the District's goals. The LCAP is the accountability tool that describes for the District the goals—and specific actions to achieve the goals—and is aligned with the District-adopted budget.

Discussion/Issues:
The District-Wide Goals were initially developed in September 2014 by District staff working collaboratively with the LCAP Advisory Committee to ensure that the goals encompassed the state priorities. In June of 2018, the Goals were updated and approved for 2018-19.

Tonight's Study Session will provide District staff an opportunity to receive input from the Board in order to revise the Goals for the 2019-20 school year. These revisions will then be presented for first and second readings at future Board of Education meetings.

Fiscal Impact:
The BUSD District-Wide Goals serve to guide and direct priorities for District resources including staff emphasis, time, and District budget development for 2019-20.

Recommendation:
Matt Hill, Superintendent, will facilitate a study session on the BUSD District-Wide Goals and Core Values Statement for 2019-20, as presented.

District-Wide Goals for 2019~~8~~-20~~19~~

Adopted _____

1. IMPROVE LEARNING AND ACHIEVEMENT FOR TARGETED SUBGROUPS OF STUDENTS.

1.1 Increase the percentage of English learner (EL) students who are reclassified as proficient in English and continue to monitor progress of students in all academic areas.

1.2 Continue developing and assessing intervention programs specifically for students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

1.3 Continue to provide high-quality staff development in effective instructional and engagement strategies for teachers of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

1.4 Develop new strategies and enhance existing engagement supports and activities for parents of students who qualify for services as English learners, low-socioeconomic, homeless, foster youth, and Special Education students.

1.5 Continue to ~~I~~implement the Special Education Master Plan.

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

2. IMPROVE LEARNING AND ACHIEVEMENT FOR ALL STUDENTS.

2.1 Sustain a systematic writing program in grades K-8 and begin to integrate a cross-discipline writing program for grades 9-12.

2.2 Sustain and improve the quality of teacher collaboration time, including dedicated site collaboration time, to implement curriculum aligned to the California State Standards and best practices in instruction.

2.3 Sustain and improve the Power Hour model in grades K-5 in Reading Language Arts and the Response to Intervention (RtI) approach in elementary mathematics for students.

2.4 Implement the Gifted and Talented Education (GATE) Master Plan.

3. CONTINUE TO ALIGN ALL INSTRUCTION AND LEARNING TO CALIFORNIA STATE STANDARDS.

3.1 Continue to collaboratively develop, revise, and administer District common assessments, grading policies, and report cards aligned with California State Standards.

3.2 Develop a Parent Guide to improve understanding of elementary report cards.

3.3 Continue to develop and implement comprehensive instructional pacing guides that meet the needs of all learners.

3.4 Continue to promote and support the involvement of teachers in the piloting and adoption of California State Standards instructional materials / textbooks and provide supplemental materials for Special Education students and English learners.

3.5 Continue to address California State Standards during parent meetings at school sites during the year.

4. CONTINUE TO IMPLEMENT THE BUSD ARTS FOR ALL PLAN

4.1 Maintain the number of elementary music teachers to sustain the elementary music program.

4.2 Maintain an inventory and a budget and develop a plan for maintenance and repair / replacement of instrumental music equipment.

5. EXPAND PROGRAMS TO PREPARE STUDENTS FOR COLLEGE, POSTSECONDARY EDUCATION, TRAINING, AND/OR THE WORKPLACE FROM PRESCHOOLTHROUGH ADULT EDUCATION.

5.1 Ensure 100% of BUSD students receive their diplomas or certificates of completion.

5.2 Monitor the implementation of the comprehensive guidance plan.

5.3 Continue to promote a culture of academic success in order to decrease the number of D and F grades in secondary schools and the number of 1 and 2 grades in elementary schools.

5.4 Increase the number of high school students who have completed a-g requirements for college eligibility.

5.5 Increase student opportunities for achievement and success in Career Technical Education (CTE) classes and programs.

5.6 Continue to partner with the City of Burbank, Burbank Chamber of Commerce, and local businesses to develop more academic / career readiness programs, internships, and certifications for our students.

5.7 Increase the number of dual enrollment classes with our community college partners.

District-Wide Goals for 2019~~98~~-20~~19~~

6. DEVELOP AND IMPLEMENT A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN FOR ALL EMPLOYEES.

6.1 Continue to provide professional development opportunities for all certificated and classified employees.
6.2 Continue to provide classified and certificated employees with anti-bullying training and awareness strategies.
6.3 Continue to provide training opportunities for teachers on differentiated instruction for GATE (Gifted and Talented Education) students.
6.4 Continue to develop and implement a comprehensive professional development plan for all staff on providing support and instruction to students with special needs in a least restrictive environment.
6.5 Ensure all staff are trained on suicide prevention practices and procedures.
6.6 Continue to develop and implement an instructional technology professional development plan.

7. CREATE A POSITIVE SCHOOL CLIMATE BY MAINTAINING A SAFE ENVIRONMENT AND DEVELOPING A SENSE OF BELONGING FOR ALL STUDENTS AND STAFF.

7.1 Continue to provide a clean, safe, and energy-efficient learning environment for all students and employees.
7.2 Continue to implement curriculum for use in grade 10 World History classes that addresses the Armenian Genocide.
7.3 Continue to implement and further develop curriculum for use in grade 11 U.S. History classes that addresses the contribution the LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) community has made in California and American history.
7.4 Continue to ensure that all school safety plans are compliant as per California Department of Education Safety Plan mandates and implement professional development for all employees before school starts.
7.5 Continue to develop safe and supportive school environments for transgender students.
7.6 Monitor, update, and communicate changes to District policies to ensure compliance.
7.7 Continue construction/modernization projects according to the General Obligation Bond Implementation Plan and develop a long-term maintenance plan.
7.8 Ensure students receive instruction in health, nutrition, and fitness that promotes the development of physical and emotional well-being and healthy lifestyles.
7.9 Continue to implement the Mental Health and Wellness Plan for all students, families, and employees.
7.10 Develop a plan to recruit, hire, and retain highly qualified, talented, and diverse employees.

8. PROVIDE ALL STUDENTS WITH ACCESS TO TECHNOLOGY IN THE CLASSROOM.

8.1 Maintain the District Technology Committee to research and recommend 21st Century instructional resources.
8.2 Identify funding resources to implement an ongoing District-wide computer and infrastructure refresh plan.
8.3 Develop a three-year plan for the expansion of online high school classes and the expansion of the Independent Learning Academy (ILA).
8.4 Evaluate and expand partnership with the City of Burbank library system to provide greater access to students by using their student BUSD-issued BConnectED identification cards.

9. DEVELOP NEW COMMUNICATION AND COLLABORATIVE STRATEGIES WITH PARENTS, STUDENTS, EMPLOYEES, AND THE COMMUNITY.

9.1 Finalize a Communications Master Plan that includes recommendations to improve communication, transparency, and collaboration.
9.2 Develop a plan to provide information to the community about the parcel tax.
9.3 Develop new strategies for communicating the implementation of District goals and initiatives.
9.4 ~~Develop a collaborative process for the naming and renaming of District facilities.~~

Core Values Statement

Adopted: _____

WE HOLD HIGH EXPECTATIONS AND STANDARDS FOR THE ACADEMIC AND SOCIAL DEVELOPMENT OF ALL STUDENTS AND THE PERFORMANCE OF ADULTS.

WE GIVE STUDENTS THE OPPORTUNITY TO ACHIEVE SUCCESS IN THEIR CHOSEN ENDEAVORS AND TO CREATE A DESIRE TO BE LIFELONG LEARNERS.

INCREASING STUDENTS' PROFICIENCY WILL IMPROVE THEIR QUALITY OF LIVING FOR A LIFETIME.

- All students will learn and achieve. Each student at every level:
  - …will demonstrate respect of self, others, and the community.
  - ...will encounter a rigorous and engaging curriculum.
  - ...will experience a variety of instructional strategies.
  - ...will build high self-esteem through success in personal achievement.
  - ...will have opportunities to engage in enriching extra- and co-curricular activities.
- Family involvement greatly enhances the success of children in school.
- Highly skilled and effective teaching, combined with positive personal attitudes and relationships, are the essential factors in a successful classroom learning experience.
- The entire community and all of its organizations and agencies play a vital role in the success of students in school. The schools, parents, and community must provide a social environment which enhances each student's ability to achieve a high level of academic success and physical and emotional well-being. It is essential to collaborate and maximize time, money, and human resources to promote shared responsibility for the health and welfare of all students.
- Our District recruits, hires, and retains highly qualified, talented, and productive staff members. All employees will uphold the highest ethical standards and function on a values foundation of a strong Work Ethic, Integrity, Accountability, Honesty/Openness, Caring, Respect, Fairness, Citizenship, Passion, and Enthusiasm.
- Our District recognizes and appreciates the cultural and human diversity of our students, staff, and families. This diversity offers educational opportunities enhancing respect and success for all.
- Analysis of District budget and programs guides the priorities for the purpose of preserving District solvency.

Overview of Goals

May 8, 2019



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Burbank Unified School District (BUSD) Schools Continue to be Recognized as High-Achieving Schools

According to the California Department of Education's School Dashboard, BUSD is performing at the top two levels for College and Career Readiness, High School Graduation, English Language Arts, and Mathematics.

Equity and Excellence

We have made great progress, but we still have areas where we can improve. Especially for our Foster Youth, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	Green	Blue	Green	Green
English Learners	Orange	Orange	Orange	Yellow	Yellow	Yellow
Foster Youth	Yellow	Red	None	None	Orange	Orange
Homeless	Red	Red	Orange	Green	Orange	Orange
Socioeconomically Disadvantaged	Orange	Orange	Yellow	Blue	Green	Yellow
Students with Disabilities	Orange	Orange	Green	Yellow	Yellow	Orange
African American	Orange	Orange	Yellow	Green	Green	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Yellow	Yellow	Yellow	Blue	Blue	Blue
Filipino	Yellow	Green	Blue	Blue	Blue	Green
Hispanic	Orange	Orange	Green	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Orange	Yellow	Blue	Green	Green
Two or More Races	Orange	Yellow	None	None	Blue	Green

https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2018&cdcode=1964337&scode=&reporttype=schools

Supporting the Whole Child

BUSD has been expanding resources to support the mental and physical well being of our students, but we still have a lot of work to do.



Orange

Chronic Absenteeism



Orange

Suspensions

53% of students say they are "Often" or "Almost Always Stressed or Anxious"

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College and Career Readiness

94% of BUSD students graduate high school in four years and we are at the highest level for College and Career Readiness, but 40% of our students are not prepared for college and career.



Green

High School Graduation



Blue

College/Career Readiness

Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2018&cdcode=1964337&scode=&reporttype=schools

English Language Art and Math Achievement

BUSD is recognized as one of the top academically achieving districts in English Language Arts and Math



Green

English Language Arts



Green

Mathematics

However, 37% of students are not meeting state standards in English Language Arts and 50% of students are not meeting state standards for Math.

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https://www.ed-data.org/district/Los-Angeles/Burbank-Unified

Arts

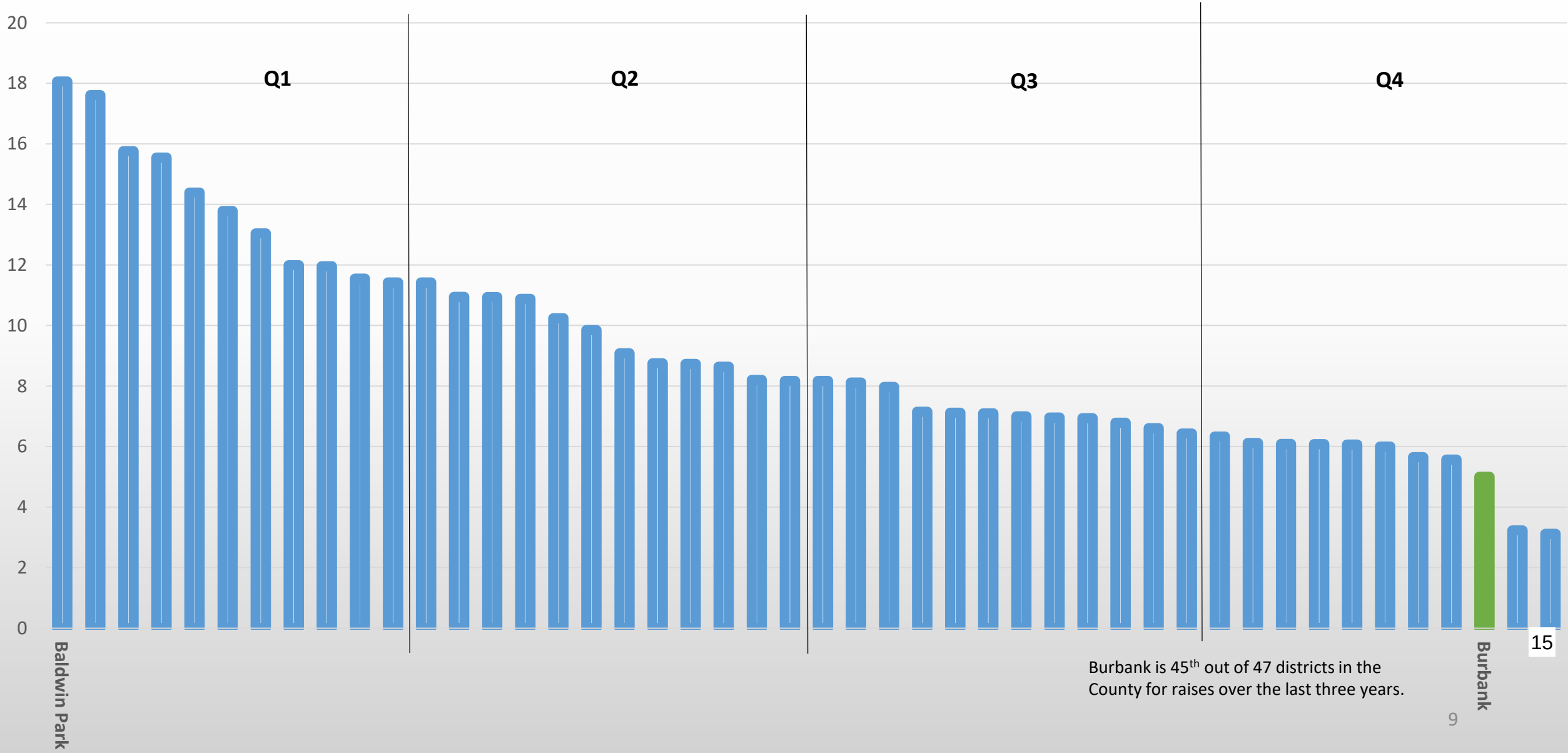
BUSD is recognized nationally for having an award-winning arts program, but due to a lack in funding we have more than a $1 million backlog in instrument repairs and our elementary music program is at risk.

Technology

Measure S (school bond) allowed us to upgrade our technology infrastructure, wireless networks, computer labs, teacher devices, and student technology, but we do not have a budget to refresh these devices. We have more than 600 student devices that have exceeded their useful life and another 2,000 that are near end of life.

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Burbank Unified School District
Three Year Increase in Maximum Salary for Teachers with Credentials



Burbank is 45th out of 47 districts in the County for raises over the last three years.

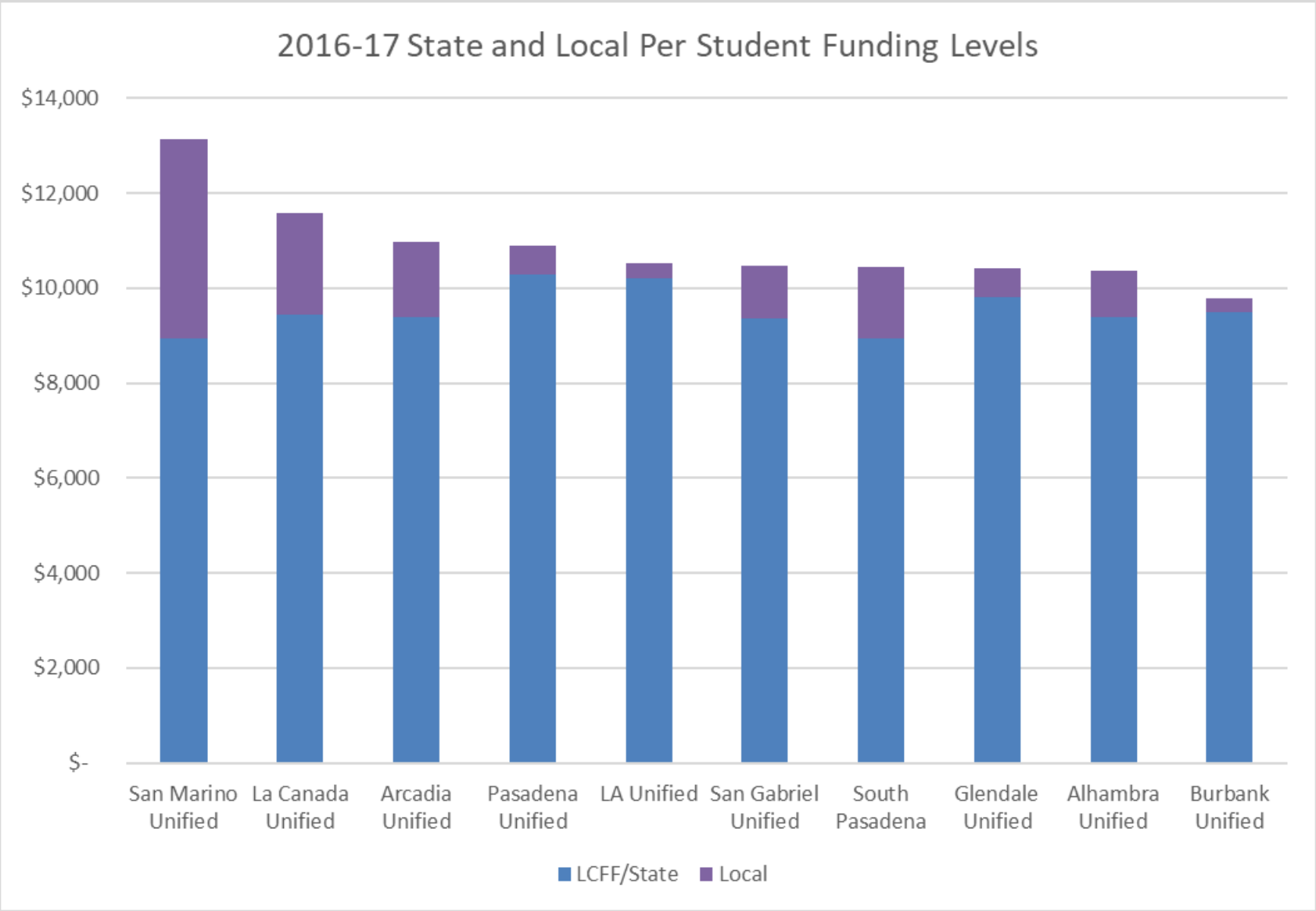
The “Silent Recession” (Krausen and Willis, 2018)

“Despite projected increases in state and local education funding between 2017/18 and 2021/22 California school districts face fiscal pressures that threaten to destabilize school district budgets and force reductions in services to students.”

After adjusting for inflation, schools are now only receiving 2007-08 levels of funding.

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BUSD Receives Less Funding than Surrounding Districts



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[Ed100.org](Ed100.org)

Educate. Engage. Empower.

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Solution: We Only Have Three Options to Address our $3.5 million Deficit

1. Secure local funding via donations, grants, and/or parcel tax (2020)

2. Maximize restricted dollars (Local Control Funding Formula and new ELA/Math grant)

3. Implement reductions – Start furthest from the classroom and scale back programs instead of eliminating programs

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How do we realize our vision of Equity and Excellence if we are forced to scale back on supports for our teachers and students?



Which path do we want to choose as a community?

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LCAP TOWN HALL

PRESENTED BY: JOHN M. PARAMO, DIRECTOR OF SECONDARY EDUCATION

PROPOSED ELIMINATIONS FROM THE LCAP PLAN

Action Items	Funding Source	Allocation
Elementary Intervention At-Risk Specialist Training and Materials	Supplemental	$5,000
Secondary Intervention At-Risk Specialist Training and Materials	Supplemental	$5,000
PD for Secondary Counselors	Supplemental	$5,000
Social Emotional Curriculum and Materials	Supplemental	$25,000
Admin. Sec. for District Mental Health and Wellness Coordinator	Supplemental	$71,396
District Mental Health and Wellness Director	Supplemental	$200,027
Arts and CTE Teacher on Special Assignment	BASE	$91,245
Director of Elementary Education	BASE	$195,165
Administrative Secretary Instructional Services	BASE	$59,590
1 Assistant Principal at Jefferson	BASE	$132,440
World Language Materials	BASE	$5,000
Board and Superintendent - no raise for 2017-2018	BASE	$6,521
Total Reduction = $801,384		

PROPOSED REDUCTIONS

Action Items	Funding Source	Allocation	New Allocation
Caseworker, Foster Youth, and Homeless	Supplemental	$80,000	$45,000
G.L.A.D. Professional Development to Support ELL	Supplemental	$80,000	$60,000
Deferred Maintenance	BASE	$613,900	$400,000
Engagement Strategies TOSA	Supplemental	$78,000	$19,082
Superintendent's Office Reorganization	BASE	$264,311	$196,121
Reduce Professional Development	BASE	$90,000	$50,000
Total Reductions = $436,008		Total = $1,206,211	Total = $770,203

PROPOSED REORGANIZATION OF ACTION ITEMS

Previous Action Items	Funding Source	Allocation
Dedicated Secondary EL Math Sections	Supplemental	$100,000
Targeted Intervention Sections for HS and MS Students	Supplemental	$316,698
Elementary and MS Math RtI Program	Supplemental	$320,000
Elementary English Language Arts RtI Program	Supplemental	$480,000
		TOTAL = $1,216,698
New Action Items	**Funding Source**	**Allocation**
Elementary Response to Intervention for English and Math	Supplemental	$540,000
Targeted Secondary Intervention Sections for the Core Academic Areas	Supplemental	$160,000
Total Reduction = $516,698		TOTAL = $700,000

PROPOSED SHIFT IN FUNDING SOURCES

AMENDED 5/8/19

Action Items	Previous Funding Source	New Funding Source	Allocation
3 Music Teachers	BASE	Donation/Fundraising	$275,328
Career Technical Education	BASE	BASE/GRANT	($820,000 + $50,000) = $870,000
1.0 FTE Nurse	BASE	Supplemental	$147,674
2.0 Behavior Interventionist	BASE	Supplemental	$150,147
4.0 Teacher FTE Monterey	BASE	Supplemental	$445,986
1.0 FTE AP Monterey	BASE	Supplemental	$176,202
2.0 Teacher FTE CDS	BASE	Supplemental	$223,490
3.0 FTE Inst. Aide CDS	BASE	Supplemental	$155,594
~~1 Preservice Day~~	~~BASE~~	~~Supplemental~~	~~$400,000~~
1 Preservice Day	BASE	GRANT	$400,000
Professional Development GATE	BASE	GRANT	$5,000
Elementary PD and GATE Coordinator	BASE & Supplemental	Title II, Supplemental, Base	($45,284 + $91,156 + $17,100) = $153,540
Secondary PD and Induction TOSA	Title II	Title II and Grant	($85,584 + $64,333) = $149,917
REDUCES $2,074,705 from the general fund			

PROPOSED ADDITIONS OR INCREASES

Action Items	Funding Source	Allocation	New Allocation
AP Testing Fees for students	Supplemental	n/a	$40,000
EL Initial Credit Summer School	Supplemental	n/a	$25,000
PBIS	Supplemental	$80,000	$95,000
Designated ELD	Supplemental	$186,023	$207,130
Dual Immersion	Supplemental	$389,999	$471,341
State Preschool/CC School Age	Supplemental	$120,000	$173,849
Extended Transitional Kindergarten	Supplemental	$120,000	$130,317
EL Support for Schools with Low EL Populations	Supplemental	$44,256	$65,611
Total Increase = $267,970		Total = $940,278	Total = $1,208,248

LCAP BUDGET SUMMARY

Review Handout