BURBANK UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

SPECIAL MEETING

Tuesday, June 21, 2022

Public Session - 7:00 p.m.

District Office Boardroom
1900 W. 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/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/SkAE4r2dUJeCCKnA7 before 10am on Tuesday, June 21. 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 10:00 a.m. on Tuesday, June 21, will be allowed to enter the Zoom Webinar. Speakers will receive an email Tuesday morning 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

2. REQUESTS TO ADDRESS THE BOARD

2.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 Superintendent may refer the matter to the proper department for review.

2.b Superintendent's Comments and Responses
Matt Hill, Superintendent, will respond to public comment and will comment on items of interest to the Board of Education and community.

2.c Board Members' Comments and Responses
Board Members will respond to public comment and will comment on items of interest to the community.

3. REPORTS TO THE BOARD

3.a Report on Temporary Inter-Fund Cash Borrowing 2022-2023
Debbie Kukta, Assistant Superintendent, Administrative Services, will report on the Temporary Inter-Fund Cash Borrowing 2022-2023, as presented.

3.b Report on Authorizing Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023
Debbie Kukta, Assistant Superintendent, Administrative Services, will report on Authorizing Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023, as permitted in Article XVI, Section 6, of the California Constitution, as presented.

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

4.a Public Hearing on the Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year
The Board of Education will conduct a public hearing to receive input from any interested parties on the District's Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year, Prior to Final Adoption as required by Education Code Section 42603.1, as presented.

Temporary Inter-Fund Cash Borrowing - Public Hearing 22-23.pdf

4.b Public Hearing on the Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer for the 2022-2023 Fiscal Year

The Board of Education will conduct a public hearing to receive input from any interested parties on the District's Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023 as permitted in Article XVI, Section 6, of the California Constitution, as presented.

Temporary Transfers County Treasury - Public Hearing 22-23.pdf

5. NEW AND/OR UNFINISHED BUSINESS

5.a Adoption of Resolution 49 - Authorizing Temporary Inter-Fund Cash Borrowing 2022-2023

Debbie Kukta, Assistant Superintendent, Administrative Services, recommends that the Board of Education adopt Resolution 49 Authorizing Temporary Inter-Fund Cash Borrowing transfers up to 85% of the fund balances of the District for 2022-2023 payment obligations as permitted in Education Code 42603.1, as presented.

Resolution 49 - Temporary Interfund Cash Borrowing.pdf

5.b Adoption of Resolution 50 Authorizing Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023

Debbie Kukta, Assistant Superintendent, Administrative Services, recommends that the Board of Education adopt Resolution 50 Authorizing Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023 as permitted in Article XVI, Section 6, of the California Constitution, as presented.

5.c Second Reading and Approval of the 2022-2023 Burbank Unified School District Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Peter Knapik, Director, Elementary Education, will facilitate the second reading of the proposed 2022-2023 Burbank Unified School District Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) and recommends that the Board of Education approve the 2021-2022 Burbank Unified School District Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP), as presented.

5.d Second Reading and Adoption of Proposed 2022-2023 Budget

Debbie Kukta, Assistant Superintendent, Administrative Services, will facilitate a second reading of the proposed budget for the 2022-2023 fiscal year and recommends that the Board of Education adopt the 2022-2022 budget, as presented.

5.e Approval of Status of Local Indicators

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Status of Local Indicators as "Met".

Approval Local Indicators 06212022.pdf

5.f Approval of Agreement for Professional Services (Special Education)
Paulette Koss, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and STAR of CA LLC, dba STAR of CA ERA Ed, Stepping Stones Group, to provide ESS services, not to exceed $40,000 (01.0-65000.0-57602-11900-5850-7440000), effective June 1, 2022 through August 31, 2022, and that authority to sign the agreement be exercised pursuant to BUSD-AR 3314, as presented.

SPED Professional Services STAR of CA LLC.pdf

6. ADJOURNMENT

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Debbie Kukta, Assistant Superintendent, Administrative Services
PREPARED BY:	Alyssa Low, Director of Fiscal Services
SUBMITTED BY:	Ruthie DiFonzo, Senior Administrative Assistant
DATE:	June 21, 2022
SUBJECT:	Public Hearing on the Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year

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Background:

Education code 42603 permits the temporary borrowing of moneys between District funds to facilitate the payment of obligations. This allows the District to cover a temporary negative cash flow balance amounts in any and all District funds, but does not increase the total amount authorized for expenditures nor is it considered income to the borrowing fund.

Discussion/Issues:

Education Code 42603.1 was added to provide additional flexibility for temporary borrowing between funds. For fiscal years 2021-2022 and 2022-2023, if there are cash deferrals, the following changes in provisions will be in effect:

- Up to 85% of the fund balance can be temporarily transferred to another fund for cash flow purposes
- This is an increase from the normal 75% limitation

The Board of Education will conduct a public hearing on Temporary Interfund Cash Borrowing Resolution to increase the limitation to 85%, as required by Education Code Section 42603 and 42603.1.

Fiscal Impact:

There is no fiscal impact in adopting this resolution.

Recommendation:

The Board of Education will conduct a public hearing to receive input from any interested parties on the District's Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year, Prior to Final Adoption as required by Education Code Section 42603.1, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

PUBLIC HEARING NOTICE
TEMPORARY INTER-FUND CASH BORROWING RESOLUTION
FOR THE 2022-2023 FISCAL YEAR

NOTICE IS HEREBY GIVEN that the Board of Education of the Burbank Unified School District will hold a Public Hearing on the Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year, Prior to Final Adoption as required by Education Code Section 42603.1.

The public is cordially invited to attend this meeting. At the public hearing any interested person(s) may be heard on this matter. The Temporary Inter-Fund Cash Borrowing Resolution for the 2022-2023 Fiscal Year for the Burbank Unified School District will be on file and available for public inspection should members of the public wish to review the resolution prior to the public hearing.

Hearing Date: June 21, 2022

Time: 7:00 p.m.

Location: Burbank Unified School District
District Office 3rd Floor Board Room
1900 West Olive Avenue
Burbank, CA 91506

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Debbie Kukta, Assistant Superintendent, Administrative Services
PREPARED BY:	Alyssa Low, Director of Fiscal Services
SUBMITTED BY:	Ruthie DiFonzo, Senior Administrative Assistant
DATE:	June 21, 2022
SUBJECT:	Public Hearing on the Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer for the 2022-2023 Fiscal Year

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Background:

Temporary borrowing of cash from the Treasurer in the event of cash deficiencies allows for borrowing from the School Pools Fund maintained by the Los Angeles County Treasurer as permitted in Article XVI, Section 6, of the California Constitution.

Discussion/Issues:

The Treasurer cannot loan districts money after the aforementioned Monday and districts must be cash self-sufficient from that point on until the end of the year. Tax and Revenue Anticipation Notes (TRANs) repayment amounts must be set aside before borrowing from the Treasurer is permitted.

The temporary borrowing from the Treasurer may be made under the following restrictions:

- No more than 85 percent of the anticipated revenues accruing to the school district may be borrowed.
- Borrowing may not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year.
- Repayment from the revenues accruing to the school district shall be made before any other obligation is met from such revenue.

Fiscal Impact:

There is no fiscal impact in adopting this resolution.

Recommendation:

The Board of Education will conduct a public hearing to receive input from any interested parties on the District's Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023 as permitted in Article XVI, Section 6, of the California Constitution, as presented.

BURBANK UNIFIED SCHOOL DISTRICT

PUBLIC HEARING NOTICE
TEMPORARY TRANSFERS FROM THE SCHOOL POOLS FUND
MAINTAINED BY THE LOS ANGELES COUNTY TREASURER
RESOLUTION FOR THE 2022-2023 FISCAL YEAR

NOTICE IS HEREBY GIVEN that the Board of Education of the Burbank Unified School District will hold a Public Hearing on the Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023 as permitted in Article XVI, Section 6, of the California Constitution.

The public is cordially invited to attend this meeting. At the public hearing any interested person(s) may be heard on this matter. The Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer 2022-2023 for the Burbank Unified School District will be on file and available for public inspection should members of the public wish to review the resolution prior to the public hearing.

Hearing Date: June 21, 2022

Time: 7:00 p.m.

Location: Burbank Unified School District
District Office 3rd Floor Board Room
1900 West Olive Avenue
Burbank, CA 91506

Burbank Unified School District
Administrative Services

REPORT TO THE BOARD

TO:	Members of the Board of Education and Superintendent
FROM:	Debbie Kukta, Assistant Superintendent, Administrative Services
PREPARED BY:	Alyssa Low, Director of Fiscal Services
SUBMITTED BY:	Ruthie DiFonzo, Senior Administrative Assistant
DATE:	June 21, 2022
SUBJECT:	Adoption of Resolution 49 Authorizing Temporary Inter-fund Cash Borrowing 2022-2023

Background:

Education code 42603 permits the temporary borrowing of moneys between District funds to facilitate the payment of obligations. This allows the District to cover a temporary negative cash flow balance amounts in any and all District funds, but does not increase the total amount authorized for expenditures nor is it considered income to the borrowing fund.

Discussion/Issues:

In accordance with Education Code Section 42603, temporary borrowing of cash between funds prior to March 3, 2022, must be repaid by June 30, 2022. Temporary borrowing of cash between funds from March 3, 2022, through June 30, 2022, shall be repaid in the same fiscal year or in the following fiscal year.

In fiscal year 2020-2021, Education Code 42603.1 was added to provide additional flexibility for temporary borrowing between funds for fiscal year 2021-2022, and 2022-2023. If there are cash deferrals, the following provisions will remain in effect through June 30, 2022:

- Up to 85% of the fund balance can be temporarily transferred to another fund for cash flow purposes
    - This is an increase from the normal 75% limitation
- A public hearing is required to be held before the governing board adopts the resolution
    - Please note this has not previously required in statute
- A governing board resolution authorizing the temporary borrowing is required:
    - The District governing board is required to hold a public hearing to take testimony from the public before the board adopts the required resolution

Fiscal Impact:

None.

Recommendation:

Debbie Kukta, Assistant Superintendent, Administrative Services, recommends that the Board of Education adopt Resolution 49 Authorizing Temporary Inter-Fund Cash Borrowing transfers up to 85% of the fund balances of the District for 2022-2023 payment obligations as permitted in Education Code 42603.1, as presented.

CASH BORROWING RESOLUTION 49

Temporary Interfund Cash Borrowing

Burbank Unified School District

WHEREAS, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

WHEREAS, temporary transfer of cash between district funds is permitted by Education Code Section 42603, and;

WHEREAS, the following restrictions apply to this authorization:

1. Maximum amount of authorized borrowing: $ 85% .
2. For fiscal year: 2022-2023 .
3. Amount shall not exceed 75 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall occur only when the fund receiving the money will earn sufficient income during the current fiscal year.
6. The amounts borrowed shall be **repaid** either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the governing board of the Burbank Unified School District hereby authorizes the borrowing of cash between all of the district funds.

Certification of the Clerk of the Governing Board

The agenda listing this item for action was posted as required by law.

The resolution was adopted by the Governing Board on Jujne 21, 2022
Date

Signature: _____
Clerk of the Governing Board

Attachment No. 2
Info Bul. No. 6544
SFS-A59-2021-2022

Burbank Unified School District
Instructional Services
REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM :	Sharon Cuseo, Assistant Superintendent, Instructional Services
PREPARED BY:	Robyn Anders, Coordinator of Instructional Technology, Instructional Services
SUBMITTED BY:	Terri Ramirez-Adams, Administrative Assistant II
DATE:	June 21, 2022
SUBJECT:	Approval of Status of Local Indicators

Background:

The Local Control Funding Formula (LCFF) was passed in 2013 establishing California's new accountability system based on multiple measures. These measures are used to determine District and school progress toward meeting the needs of students. The measures are based on various elements that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner progress, suspension rates, chronic absenteeism, and parent engagement.

The current state indicators do not measure several LCFF priority areas. These remaining priority areas are considered local indicators. Districts must do a self-review to determine if they have *Met, Not Met, or Not Met for Two or More Years* each local indicator. Districts will use the local indicators to evaluate and report their progress on priority areas. After the self-review, districts then report this information to the CDE for inclusion on the California State Dashboard by November 1, 2022. This timeline was modified beginning in 2021, so the report to the board on the local indicators must be aligned with the approval of the Local Control Accountability Plan. However, the data will not be posted to the California State Dashboard until the fall of 2022.

District Wide Goals for 2021-2022:

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.
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.
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).
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.

Discussion and Issues:

In order to assess progress towards the priorities, Districts are required to complete the self-reflection tool below. The self-reflection tool included the following questions:
The scale when applicable is 1-5 with five as the highest.

1- Exploration and Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation and Sustainability

Self- Reflection Tool:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

- What is the number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions? **25 (Possible to change based on CDE reporting)**
- What is the number of students without access to their own copies of standards-aligned instructional materials for use at school and at home? **0**
- What is the number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) **0**

Priority 2-Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local education agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
    - English Language Arts **5**
    - English Language Development **5**
    - Mathematics **5**
    - Next Generation Science Standards **3**
    - History-Social Science **4**
2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught.
    - English Language Arts **5**
    - English Language Development **5**
    - Mathematics **5**
    - Next Generation Science Standards **3**
    - History-Social Science **4**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academics standards and/or curriculum frameworks identified below:

    - English Language Arts **4**
    - English Language Development **4**
    - Mathematics **4**
    - Next Generation Science Standards **3**
    - History-Social Science **3**

Other Adopted Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

    - Career Technical Education **5**
    - Health Education Content Standards **5**
    - Physical Education Model Content Standards **5**
    - Visual and Performing Arts **3**
    - World Language **3**

The charts below show the status of the local assessments that the District uses to measure progress towards the standards. The District has established assessments for elementary grade levels and secondary content areas. This also reflects the textbook adoption process, which means that for some content areas there is a Text Book Adoption notation. This means that the teachers were allowed to go through the curriculum before a District assessment was required.

Elementary Local Assessments:

	English/Reading Language Arts		**Math**	
	Fall	**Spring**	**Fall**	**Spring**
	BOY	**EOY**	**BOY**	**EOY**
K	Benchmark	i-Ready Reading	Go Math	i-Ready Math
1	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math
2	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math
3	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math
4	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math
5	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math

Secondary Local Assessments:

English		**Math**		**Science**		**Social Sci**	
Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
i-Ready Reading	i-Ready Reading	Math 6(1) Math 6(2) Math 6(3) i-Ready Math	Math 6(1) Math 6(2) Math 6(3) i-Ready Math	Science Pilot	Science Pilot	Soc Sci 6	Soc Sci 6
i-Ready Reading	i-Ready Reading	Math 7(1) Math 7(2) Algebra i-Ready Math	Math 7(1) Math 7(2) Algebra i-Ready Math	Science Pilot	Science Pilot	Soc Sci 7	Soc Sci 7
i-Ready Reading	i-Ready Reading	Math 8 Algebra Geometry i-Ready Math	Math 8 Algebra Geometry i-Ready Math	Science Pilot	Science Pilot	Soc Sci 8	Soc Sci 8
English		**Math**		**Science**		**Social Sci**	

Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Eng 9	Eng 9	Algebra Geometry Algebra 2	Algebra Geometry Algebra 2	Health Science Pilot	Health Science Pilot		
Eng 10	Eng 10	Algebra Geometry Algebra 2 Pre-Cal	Algebra Geometry Algebra 2 Pre-Cal	Science Pilot	Science Pilot	Text Book Adoption	Text Book Adoption
Eng 11 AP Eng Lang	Eng 11 Ap Eng Lang	Geometry Algebra 2 Pre-Cal	Geometry Algebra 2 Pre-Cal	Science Pilot	Science Pilot	Text Book Adoption	Text Book Adoption
Eng 12 AP Lit	Eng 12 AP Lit	Algebra 2 Pre-Cal	Algebra 2 Pre-Cal	Science Pilot	Science Pilot	Text Book Adoption	Text Book Adoption

PE 6	PE 6	PE 7	PE 7	PE 8	PE 8	PE 9	PE 9	PE 10-12	PE 10-12
Span 1	Span 1	Span 2	Span 2	Span Speakers	Span Speakers	French 1	French 1	French 2	French 2

Summary of Student Performance on Local Benchmarks:

2021-2022 Local Assessment Analysis

HS English – Local District Writing Prompt

1. Overall in 2021-2022, a 10% increase from fall assessment to spring in students scoring proficient.
2. In the fall assessment, 10th and 11th grade students had a 20% increase in proficiency compared to 20-21.
3. Overall in the spring, an increase of about 5% student scoring proficient in spring of 2022 compared to spring of 2021.
4. AP English courses remained consistent to 2020-2021 scores.

HS Math – Local District Benchmarks (Revised since 2020-2021)

1. Geometry and Algebra II had a decrease of 20% students in grade 10 scoring proficient when comparing fall 2021 to fall 2020.
2. Algebra I had a decrease of 20% of students scoring proficient when comparing spring 2022 to spring 2021.
3. Geometry saw an increase in students scoring proficient in spring of 2022 compared to fall of 2021 and spring of 2021 (Fall increase of 7% and spring 2021 increase of 8%).
4. Algebra II & Precalculus had a decrease of 35% of students not scoring proficient when comparing spring 2022 to spring 2021.

MS ELA – i-Ready Reading

1. From BOY to EOY an increase in proficiency occurred in grades 6-8 with 52% of students scoring proficient which increased 4% from BOY:
    a. 6th an increase of 7% for 52% of student on grade level or above.
    b. 7th an increase of 4% for 52% of students on grade level or above
    c. 8th an increase of 1% for 51% of students on grade level or above.

2. From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 30% students at EOY down from 31% at BOY:
    a. 6th a decrease of 6% to 26% of students 2 or more grade levels below at EOY.
    b. 7th a decrease of 1% to 31% of students 2 or more grade levels below at EOY.
    c. 8th an increase of 2% to 32% of students 2 or more grade levels below at EOY.
3. 100% of students scored proficient in phonological awareness in grades 6-8
4. 95% of students scored proficient in Phonics in grades 6-8
5. 99% of students scored proficient in high-frequency words in grades 6-8
6. Biggest area of need is in Comprehension: informational text with only 47% of students scoring proficient.

MS Math – i-Ready Math

1. From BOY to EOY an increase in proficiency occurred in grades 6-8 with 45% of students scoring proficient which increased 12% from BOY:
    a. 6th an increase of 17% for 51% of student on grade level or above.
    b. 7th an increase of 11% for 46% of students on grade level or above
    c. 8th an increase of 10% for 39% of students on grade level or above.
2. From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 27% students at EOY down from 31% at BOY:
    a. 6th a decrease of 9% to 20% of students 2 or more grade levels below at EOY.
    b. 7th a decrease of 2% to 26% of students 2 or more grade levels below at EOY.
    c. 8th a decrease of 1% to 36% of students 2 or more grade levels below at EOY.
3. 49% of students scored proficient in Number and Operations in grades 6-8
4. 49% of students scored proficient in Algebra and Measurement & Data in grades 6-8
5. Biggest area of need is in Geometry with only 38% of students scoring proficient.

Elementary ELA – i-Ready Reading

1. From BOY to EOY an increase in proficiency occurred in grades K-5 with 48% of students scoring proficient which increased 3% from BOY:
    a. Kinder an increase of 30% for 85% of student on grade level or above.
    b. First an increase of 37% for 71% of students on grade level or above
    c. Second an increase of 30% for 70% of students on grade level or above.
    d. Third an increase of 16% for 77% of students on grade level or above
    e. Fourth an increase of 18% for 64% of students on grade level or above.
    f. Fifth an increase of 14% for 59% of students on grade level or above.
2. From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 27% students at EOY down from 31% at BOY:
    a. First a decrease of 4% to 2% of students 2 or more grade levels below at EOY.
    b. Second a decrease of 9% to 7% of students 2 or more grade levels below at EOY.
    c. Third a decrease of 8% to 11% of students 2 or more grade levels below at EOY.
    d. Fourth a decrease of 9% to 8% of students 2 or more grade levels below at EOY.
    e. Fifth a decrease of 8% to 19% of students 2 or more grade levels below at EOY.
3. 94% of students scored proficient in phonological awareness in grades K-5
4. 81% of students scored proficient in Phonics in grades K-5
5. 93% of students scored proficient in high-frequency words in grades K-5
6. Biggest areas of need are in Vocabulary and Comprehension with approximately 66% of students scoring proficient in these areas.

Elementary Math – i-Ready Math

1. From BOY to EOY an increase in proficiency occurred in grades K-5 with 62% of students scoring proficient which increased 36% from BOY:
    a. Kinder an increase of 23% for 73% of student on grade level or above.
    b. First an increase of 41% for 63% of students on grade level or above
    c. Second an increase of 33% for 55% of students on grade level or above.
    d. Third an increase of 38% for 61% of students on grade level or above
    e. Fourth an increase of 41% for 65% of students on grade level or above.
    f. Fifth an increase of 32% for 63% of students on grade level or above.
2. From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 8% students at EOY down from 20% at BOY:
    a. First a decrease of 7% to 3% of students 2 or more grade levels below at EOY.
    b. Second a decrease of 14% to 7% of students 2 or more grade levels below at EOY.
    c. Third a decrease of 13% to 7% of students 2 or more grade levels below at EOY.
    d. Fourth a decrease of 16% to 10% of students 2 or more grade levels below at EOY.
    e. Fifth a decrease of 10% to 13% of students 2 or more grade levels below at EOY.
3. 67% of students scored proficient in Number and Operations in grades K-5
4. Approximately 66% of students scored proficient in Algebra and Measurement & Data in grades K-5
5. Biggest area of need is in Geometry with only 56% of students scoring proficient.

Support for Teachers and Administrators

5. During the 2021-2022 school year (including summer 2021). Rate the local educational agency's success at engaging in the following activities with teachers and school administrators.
    - Identifying the professional learning needs of groups of teachers or staff as a whole **4**
    - Identifying the professional learning needs of individual teachers **3**
    - Providing support for teachers on the standards, they have not yet mastered. **3**

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following: Met, Not Met, or Not Met for Two or More Years- **Met**

Districtwide Trainings (Preservice week)

- Child Abuse Reporting Training
- Student Mental Health Training
- Diversity, Equity, & Inclusion (Facing History) Training (2 Full half-days)

Districtwide SPED Trainings

- Responding to Students in Crisis/Trauma Response (De-escalation) – Classified staff
- Teaching the skill/replacement behavior – Classified staff
- Topography / Behavior Data Collection – Classified staff
- Inclusive classroom and playground environment – Classified staff
- Tier 1 – Classified staff
- Tier 2 – Classified staff
- Teaching New Skills – Classified staff
- Data Collection – Classified staff
- Verbal De-Escalation – Classified staff
- NCI/CPI – Classified and Certificated staff
- Effectively Utilizing and Supporting Paraprofessionals – Certificated staff

Site specific SPED Trainings:

- Verbal De-Escalation (Harte) – Certificated staff
- Becoming a Para-Pro (Muir) – Classified staff

Special Education

- Admin. Designee Training All Principals K-12 and Adult School
- IEP Note Taking K-5th SPED Teachers
- Writing Progress Reports K-5th SPED Teachers
- Matriculation Training 5th Grade SPED RSP and SDC Teachers
- SEIS Training K-5th SPED Teachers (small group newbies)
- Writing Legally Defensible Baselines and Goals K-5th SPED Teachers (small group newbies)

Instructional Technology

- Instructional Assistant Training on general technology needs (Google, Outlook, etc)
- Media Specialist meetings (every other Friday)
- Gradebook Training
- SchoolCity Training (BHS, MS Social Studies Department)
- Tech Tuesday Newsletter
- Lightspeed Classroom Training (Luther, Muir)
- Multiple 1-1 training sessions with teachers throughout the year

Instructional Services –Academic Growth & Support

- i-Ready Professional Development provided to all sites K-8 for implementation of i-Ready Program (Ongoing fall & spring)
- i-Ready Presentation (delivered at Huerta, slides given as resource to Muir and Luther)
- i-Ready Pull-Out Time for Teacher Data Chats (requested at Huerta)

Induction PD:

- 10/22: Top 5 Classroom Management Tips, podcast series, Rebecca Mieliwocki
- 10/25: Top 5 Classroom Routines, video, Jen Griffith
- 11/10: Successful Elementary Conferences, in person, Jen Griffith
- 11/15: Hot Topics in Secondary Grading, virtual, Rebecca Mieliwocki
- 11/22: Small Group Strategies for Secondary Students, in person, Rebecca Mieliwocki
- 12/13: Google 2.0 Tips and Tricks (for Induction Cluster 4), virtual, Luci Bowers
- 3/10: Sequence: Past, Present, and Future Lesson Planning, virtual, Luci Bowers
- 3/14: Class/Behavior Management, virtual, Jen Griffith
- 3/16: SpEd De-Escalating Behavior, in person, Avra Warsofsky and Michelle Goldberg
- 3/17: "How Do We Just Keep Swimming" Teacher Talk, in person, Luci Bowers
- 4/7: Grade Less, Assess More, virtual, Luci Bowers
- 4/13: Parent Communication 201, virtual, Luci Bowers
- 4/18: Working with High Achievers, in person, Jen Griffith and Jenn Almer
- 4/21: Working with IAs, in person, Vanessa Norrington and Michelle Goldberg

Priority 3 -Parent and Family Engagement:

BUSD gathers input from parents, especially those whose children are eligible for Socio-economic Disadvantaged, English Learners, Foster Youth, and Students Experiencing Homelessness services, in multiple ways including surveys, school site meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Title I Advisory meetings, School Site Council (SSC), and other parent meetings. District and school-level parent involvement policies are annually evaluated and reviewed for revision to ensure that the policy is up-to-date and is being carried out. The Board of Education approves changes to Board Policy and Administrative Regulations annually. School and district policies are distributed through the annual notification.

Collaboration: Parents will be encouraged to participate in governance at the schools and District levels. Parents can participate in the SSC, ELACs, DELACs, the PTA, and Fundraising Committee at schools. The District has a robust parent volunteer program that provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities. COVID-19 pandemic protocols have restricted parent volunteers at schools.

Communication: Multiple modes of communication between families and District staff address families' diverse needs and interests. Information is provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families will receive text messages if they opt-in, and phone calls providing them with critical school information. In addition, parents have access to an online Aeries Parent Portal through which they can learn about their students' daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records, and contact information.

Capacity Building: Parents and District staff partner with one another to build capacity. Schools offer training to parents to understand District and school academic initiatives and to provide parents with opportunities to learn how to support learning in the home, the California School Dashboard, and graduation requirements.

Priority 6- School Climate:

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K-5, 6-8, 9-12), summarize:
The School Satisfaction Survey is administered through a third-party to provide BUSD educational partners anonymity. This survey is designed to analyze and compare trends over time. Therefore, the questions cannot be changed on an annual basis even though some questions don't accurately reflect the circumstances in which schools functioned due to local and state health guidelines and policies. The results below reflect the most recent data obtained from the spring 2022 School Satisfaction Survey.

- **The key findings from the survey were the following:**

Based on analysis of this survey, survey results include highlights in the following areas of positive perceptions:

- Overall, respondents are overall satisfied with the quality of education provided by Burbank USD schools
- Respondents overall agree that Burbank USD schools care about their special populations of students and highlight improvements in supports for English Learners.

- Most respondents are satisfied with the safety protocols in Burbank USD schools.
- The majority of staff expressed enjoyment at coming to work and favorable perceptions of school principals. This includes communication with parents, accessibility, timely response to school and classroom needs, incorporating input from stakeholders, and knowing what is going on in classrooms.
- Most parents feel welcomed, invited, and encouraged to participate in students' education and feel positively about communication overall.
- A majority of all stakeholder groups agree that schools make students aware of social, emotional, and mental health resources.
- Most students, parents, and staff agree that the NAF Academy provides a sufficient variety of course offerings.
- Staff members' level of comfort and familiarity with PBIS remains high.

Based on analysis of this survey, future work in Burbank Unified School District could include:

- Consolidate DEI efforts and engage in a long-term strategic plan to increase diversity and inclusion at Burbank schools. Although in the 2022 survey most stakeholders agreed that their school accepts and welcomes their home language and pronouns, around half of respondents agreed that their culture, ethnicity, gender identity and expression, sexual orientation, and race are acknowledged and celebrated by their schools. Moreover, less than half of students agree that LGBTQ+ students are safe and accepted by other students. Therefore, Burbank USD should strengthen current DEI policies to address these issues.
- Strengthen current bullying-prevention initiatives to better address the issue of bullying. Respondents report that bullying has increased significantly in 2022. This has also impacted positive stakeholders' perceptions regarding Burbank USD's overall positive school environment and safety, particularly among students. For instance, students have less favorable views of schools' safety and handling of bullying than parents or staff. Physical appearance, sexual orientation, and gender identity continue to be the main causes for being bullied. Burbank USD should continue to enhance existing efforts to find ways of overcoming the barriers to reporting bullying, ensuring that rules against bullying are enforced, and following up more closely with those who report an instance of bullying.
- Continue prioritizing professional learning opportunities for staff regarding mental health and behavior management support. Staff are less satisfied with professional learning experiences in the 2022 iteration compared to previous years. Staff respondents continue listing mental health and wellness as their top professional learning need. Moreover, staff desire for receiving training on behavior management became a more pressing need. Therefore, Burbank USD should continue centering its professional learning efforts to better train staff to properly handle situations involving emotional and mental health.
- Increase mental health and wellness supports for students and ensure effective communication of these resources. In 2022, the portion of respondents who agree that Burbank USD schools are providing students and staff with enough social, emotional, and mental health resources and support declined from previous survey administrations. Although most respondents agree that schools make students aware of social, emotional, and mental health resources, the level of agreement among stakeholders in this regard decreased from the 2021 survey. Therefore, Burbank USD should continue facilitating access to mental health and wellness supports for students and enhance communication efforts to increase student participation.
- Evaluate ways to support a positive working environment and recognize staff members. In the 2022, Burbank USD staff members' perceptions regarding their workplace environment declined from previous years. In particular, fewer staff members feel that they are respected for their curricular experience and that their workplaces offer opportunities to recognize staff's excellence.

Burbank USD should consider implementing practices that support positive working cultures across schools that boosts staff morale and incorporates employee recognition programs.

The responses from the survey above will be used to complete the local indicator section at the California Department of Education website for the California School Dashboard. Each component will receive either a color code or a numerical score.

Priority 7- Access to a Broad Course of Study:

1. The district uses its Student Information System (Aeries) to generate reports of course requests, course participation, grades, and attendance to monitor participation and achievement for all students. It then disaggregates the data to monitor specific subgroups and to provide tiered systems of support to all students who need it. For example, based on recent data, the district provided credit recovery to special education students during the school year with a new online program that better met their needs. The district also monitors the numbers of students who are participating in special programs, such as the visual and performing arts; dual enrollment, career technical education; and, honors and advanced placement courses.

2. **Course Enrollment**: Hispanic/Latinx – is proportional to enrollment overall. One area to monitor is enrollment in honors and AP courses which ranges from 21%-26%. **English Learners**- have access to all programs in the district, including honors and AP. There is also a small number of students who are taking dual enrollment courses. Reclassified Els are excelling and have access to the broadest program. **Special Education** students have access to the core curriculum and as they are able, also have access to higher-level coursework. They are represented in the career technical education pathways and there are some students in honors and AP and the majority of special education students are in general education math courses. **Foster youth** are taking the basic program and a variety of electives, including career technical education. They are not as represented in honors and AP courses. **Socially Economically Disadvantaged** students in the district are well-represented in all curricular offerings.

Fiscal Impact:

There is no upcoming expense related to The California School Dashboard.

Recommendation:

Sharon Cuseo, Assistant Superintendent, Instructional Services, recommends that the Board of Education approve the Status of Local Indicators as “Met”.

BUSD LOCAL INDICATORS

2021-2022

2021-2022 BUSD LOCAL INDICATORS

Districtwide Goals Measured

1. Students will be career/college ready…
2. Students will be physically, emotionally, and mentally healthy…
3. Recruit and retain quality employees...
4. Efficient and effective operations…

Self-Reflection Scale

- Exploration and Research Phase
- Beginning Development
- Initial Implementation
- Full Implementation
- Full Implementation and Sustainability

The current state indicators do not measure several LCFF priority areas. These remaining priority areas are considered local indicators. District must do a self-review to determine if they have *Met, Not Met, or Not Met for Two or More Years* each local indicator. Districts will use the local indicators to evaluate and report their progress on priority areas.

PRIORITY 2 – RECENTLY ADOPTED ACADEMIC STANDARDS AND/OR CURRICULUM FRAMEWORKS

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- English Language Arts
- English Language Development
- Mathematics
- NGGSS (Science)
- History-Social Science

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught.

- English Language Arts
- English Language Development
- Mathematics
- NGGSS (Science)
- History-Social Science

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academics standards and/or curriculum frameworks identified below:

- English Language Arts
- English Language Development
- Mathematics
- NGGSS (Science)
- History-Social Science

BUSD ELEMENTARY LOCAL ASSESSMENT DATA

Due to the pandemic, local assessments were not administered in Spring of 2020. Comparisons were made between Spring of 2021 and Spring of 2019. Additionally, Elementary Beginning of the Year (BOY) assessments were not administered in fall of 2020 due to the pandemic.

Elementary English

- From BOY to EOY an increase in proficiency occurred in grades K-5 with 48% of students scoring proficient which increased 3% from BOY.
- From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 27% students at EOY down from 31% at BOY.

Elementary Math

- From BOY to EOY an increase in proficiency occurred in grades K-5 with 62% of students scoring proficient which increased 36% from BOY.
- From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 8% students at EOY down from 20% at BOY.

BUSD SECONDARY LOCAL ASSESSMENT DATA

Due to the pandemic, local assessments were not administered in Spring of 2020. Comparisons were made between Spring of 2021 and Spring of 2019; the exception being English which was able to administer spring of 2020. Additionally, assessments at the secondary level for 2020-2021 were condensed to be viable during distance learning.

Secondary English

- Grades 6 – 8
  - From BOY to EOY an increase in proficiency occurred in grades 6-8 with 52% of students scoring proficient which increased 4% from BOY.
  - From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 30% students at EOY down from 31% at BOY.
- Grades 9-12
  - Overall in 2021-2022, a 10% increase from fall assessment to spring in students scoring proficient.
  - In the fall assessment, 10th and 11th grade students had a 20% increase in proficiency compared to 20-21.
  - Overall in the spring, an increase of about 5% student scoring proficient in spring of 2022 compared to spring of 2021.

Secondary Math

- Grades 6-8
  - From BOY to EOY an increase in proficiency occurred in grades 6-8 with 45% of students scoring proficient which increased 12% from BOY.
  - From BOY to EOY a decrease in the number of students 2 or more grade levels below occurred in the following grades with 27% students at EOY down from 31% at BOY.
- Grades 9-12
  - Algebra I had a decrease of 20% of students scoring proficient when comparing spring 2022 to spring 2021.
  - Geometry saw an increase in students scoring proficient in spring of 2022 compared to fall of 2021 and spring of 2021 (Fall increase of 7% and spring 2021 increase of 8%).

BUSD SUPPORT FOR TEACHERS AND ADMINISTRATORS

During the 2021-2022 school year (including summer 2021). Rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

- Identifying the professional learning needs of groups of teachers or staff as a whole
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards, they have not yet mastered.

BUSD Professional Development Offerings

- Arts
- Cross Content
- English Learners
- Elementary
- Secondary
- GATE
- Special Education
- Induction
- Instructional Services Growth and Academic Support

PRIORITY 3 – PARENT & FAMILY ENGAGEMENT

Input

- BUSD gathers input from parents, especially those whose children are eligible for Socio-economic Disadvantaged, English Learners, Foster Youth, and Students Experiencing Homelessness services, in multiple ways including surveys, school site meetings, English Learner Advisory Committee (ELAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Title I Advisory meetings, School Site Council (SSC), and other parent meetings.

Collaboration

- Parents will be encouraged to participate in governance at the schools and District levels. Parents can participate in the SSC, ELACs, DELACs, the PTA, and Fundraising Committee at schools.

Communication

- Multiple modes of communication between families and District staff address families' diverse needs and interests. Information is provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand.

Capacity Building

- Parents and District staff partner with one another to build capacity. Schools offer training to parents to understand District and school academic initiatives and to provide parents with opportunities to learn how to support learning in the home, the California School Dashboard, and graduation requirements.

PRIORITY 6 – SCHOOL CLIMATE

The key commendation findings from the survey were the following:

- Overall, respondents are overall satisfied with the quality of education provided by Burbank USD schools.
- Respondents overall agree that Burbank USD schools care about their special populations of students and highlight improvements in supports for English Learners.
- Most respondents are satisfied with the safety protocols in Burbank USD schools.
- The majority of staff expressed enjoyment at coming to work and favorable perceptions of school principals. This includes communication with parents, accessibility, timely response to school and classroom needs, incorporating input from stakeholders, and knowing what is going on in classrooms.
- Most parents feel welcomed, invited, and encouraged to participate in students' education and feel positively about communication overall.
- A majority of all stakeholder groups agree that schools make students aware of social, emotional, and mental health resources.
- Most students, parents, and staff agree that the NAF Academy provides a sufficient variety of course offerings.
- Staff members' level of comfort and familiarity with PBIS remains high.

PRIORITY 6 – SCHOOL CLIMATE

The key recommendation findings from the survey were the following:

- Consolidate DEI efforts and engage in a long-term strategic plan to increase diversity and inclusion at Burbank schools.
- Strengthen current bullying-prevention initiatives to better address the issue of bullying. Most respondents are satisfied with the safety protocols in Burbank USD schools.
- Continue prioritizing professional learning opportunities for staff regarding mental health and behavior management support. Most parents feel welcomed, invited, and encouraged to participate in students' education and feel positively about communication overall.
- Increase mental health and wellness supports for students and ensure effective communication of these resources.
- Evaluate ways to support a positive working environment and recognize staff members.

Burbank Unified School District
Special Education Department

REPORT TO THE BOARD

TO:	Members of the Board of Education
FROM:	Paulette Koss, Director of Special Education and Psychological Services
PREPARED BY:	Paulette Koss, Director of Special Education and Psychological Services
SUBMITTED BY:	Sandra Shearer, Administrative Secretary
DATE:	June 21, 2022
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 Educational Support Services (ESS) to Special Education Students.

Discussion/Issues:

The District is obligated to provide intensive counseling support, Educational Support Services (ESS), to Special Education Students. These services include more intensive counseling support which includes individual counseling, parent counseling and behavior support through licensed mental health providers.

Fiscal Impact:

Not to exceed $40,000.

Recommendation:

Paulette Koss, Director of Special Education and Psychological Services, recommends that the Board of Education approve an agreement between Burbank Unified School District and STAR of CA LLC, dba STAR of CA ERA Ed, Stepping Stones Group, to provide ESS services, not to exceed $40,000 (01.0-65000.0-57602-11900-5850-7440000), effective June 1, 2022 through August 31, 2022, 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 13th day of June 2022 by and between the **Burbank Unified School District,** hereinafter referred to as "District", and STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group hereinafter referred to as "Consultant."

Payee's Name: STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group Daytime Phone Number: 805-816-6800

Mailing Address: 4880 Market Street Ventura CA 93003

Email Address: bpaz@starofca.com

Sponsoring Administrator: Matt Hill Superintendent Special Education
Print Name Title Signature Location

Board Approval: 06/21/2022 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 total not to exceed **$40,000**
2. The term of the Agreement shall be the period commencing on: 07/01/2022 and terminating on: 08/31/2022.
3. Payment Terms: Net 45 Days
4. District desires to enter into an Agreement in which STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group will provide Educational Support Services to Burbank USD students and families.
6. 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.
7. 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.
8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. Communicate within twenty-four hours to STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group the details of any incident, which may result in a complaint against any Personnel regarding professional services given by the Personnel.

14. The District agrees to indemnify, defend and hold harmless STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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.

15. 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.

16. 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

STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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 STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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 STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group, its agents, subcontractors, employees or other representatives referred to in this Agreement, STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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 STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group falls 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 STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group demand.

District shall save and hold STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group, harmless from and against and shall indemnify STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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 STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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 falls or neglects to so defend said action, STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group may defend the same and any expenses, including reasonable attorney's fees, which STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group may pay or incur in defending said action and the amount of any judgment which STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group 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

Paulette Koss
Print Representative Name

Director of Special Education
Title

Signature

Date

ACKNOWLEDGED AND AGREED TO

Consultant:

STAR of CA LLC dba STAR of CA, ERA Ed, Stepping Stones Group
Consultant/Company

Print Representative Name

Title

Signature

Date